A Descriptive Study of South Carolina's Gifted and Talented Program

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Hefner (2003) explained that during the beginning stages of the program, districts established their own criteria for student identification, relying heavily on intelligence tests. It soon became apparent to school officials that some high achieving/high ability students with other types of strengths were not being identified through these intelligence tests. Therefore, districts experimented with other indicators for identification and began adding identification instruments that assessed student achievement on tests for reading or math, or on performance-based tests. Other changes for gifted and talented programs came with the Education Improvement Act of 1984, which provided security in funding for programs that previously struggled to exist from year to year. This funding led to the development of a broader state definition for gifted and talented, which led to large growth in the population of gifted students. Increased funding also allowed for identification at earlier ages leading to more accurate identification and sustained involvement in gifted programs by high ability students who otherwise would not have been identified (Hefner, 2003). All of these factors contributed to the development of the current gifted and talented program in South Carolina.

Description of South Carolina's Gifted and Talented Program

South Carolina state law (59-29-170) requires that "all gifted and talented students at the elementary and secondary levels must be provided programs during the regular school year or during summer school to develop their unique talents in the manner the State Board of Education must specify and to the extent state funds are provided." The law provides the following order of priority for serving students:

1. Grade 3-12 academically identified gifted and talented students (excluding Advanced Placement students in grades 11-12);
2. After all students eligible under priority one are served, students in grades 3-12 identified in one of the following visual and performing arts areas: dance, drama, music, and visual arts must be served; and
3. After all students eligible under priorities one and two are served, students in grades 1 and 2 identified as academically or artistically gifted and talented must be served.

If funds are not sufficient to serve all of the students in a given category, the law gives districts the authority to decide which students to serve. Districts may also use local funds to serve additional students that cannot be served with available state funds.

Funding for the state's gifted and talented program is provided through the Education Improvement Act (EIA). EIA appropriations are allocated to the school districts based on the number of gifted and talented students served by the district during the previous year. Provisos to the state's budget (see Appendix A) have been used to make changes in the operation of the program or to direct the expenditure of gifted and talented funds in certain ways. Most relevant to this study, a current proviso (1A.4) of the 2003-2004 budget requires that 10% of the total state

dollars appropriated annually for gifted and talented programs "shall be set aside for serving artistically gifted and talented students in grades 3-12." This proviso has been included in the state's budget since 1985 to ensure that a portion of the EIA funds will be used to support programs for artistically gifted students (W. Lord, personal communication, May 24, 2005). The districts receive a proportionate share of the 10% allocation based on their preceding year's total average daily membership in grades 3-12. The proviso specifies that "school districts shall service students identified as artistically gifted and talented in one or more of the following visual and performing arts areas: dance, drama, music, and visual arts areas." The proviso also states that the districts shall include an accelerated component as part of its academically gifted and talented program.

Guidelines for the current operation of the gifted and talented program in South Carolina are detailed by the State Board of Education in the 2004 Gifted and Talented Regulations (R43-220). These regulations describe approved student identification procedures, detail the multiple criteria that can be used to qualify students, provide definitions for program models, specify the training required for teachers of gifted and talented students, and establish reporting requirements.

South Carolina defines gifted and talented students in Regulation 43-220 as students who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and, therefore, require an educational program beyond that normally provided by the general school program in order to achieve their potential (Section I.A.1.). The identification process consists of several steps, including screening, referral, assessment and placement. The process applies to both male and female students of any racial, ethnic, or socioeconomic group, who may have disabilities or behavioral problems. Descriptions of the state's program for academically and artistically gifted students are provided in the following sections.

Program for Academically Gifted Students

Programs for academically gifted and talented students must reflect the following characteristics (Regulation 43-220, Section II, A.2.):

- content, process, and standards that exceed state-adopted standards for students;
- goals and indicators that require students to demonstrate depth and complexity of knowledge and skills;
- instructional strategies that require students to demonstrate depth and complexity of knowledge and skills;
- a confluent approach that incorporates acceleration and enrichment;
- opportunities for worldwide communication/research; and
- evaluation of student performance and program effectiveness.

Evaluation/placement teams, which are comprised of teachers, administrators, other district/school staff, and qualified members of the community, are established within a school or district to conduct the assessment of students. The evaluation/placement team is responsible for the review of assessment instruments to ensure that they accurately assess the intended measures and reflect no bias. It is also the duty of this team to determine whether a student is in need of a trial placement in the program, and to develop written procedures for the removal of students from the program.

Within the academic program, students are deemed eligible for services if they meet the criteria in two out of three dimensions (A-C). Students meet the criteria for Dimension A (Reasoning Abilities) if they score at or above the 93rd age percentile on an individual or group aptitude test. Students may score at this level on one or more of the following areas: verbal/linguistic, quantitative/ mathematical, nonverbal, or a combination of the three. Dimension B (High Achievement in Reading and/or Mathematical Areas) requires that students demonstrate high achievement (94th national percentile or above) in reading and/or math areas on nationally normed assessments or receive a score of "advanced" on South Carolina's Palmetto Achievement Test (PACT). Students fulfill the requirements for Dimension C (Intellectual/Academic Performance) by displaying evidence of interest in or commitment to academics. This criterion is manifest either through a student's grade point average (3.75 on a 4.0 scale for grades 7-12) or performance on the state's Project STAR assessment (grades 3-6) (Regulation 43-220, Section II, B.7.c.).

Other students may be eligible if they qualified or were served prior to the 1999 regulation change, were served in one South Carolina school district and move to another, or meet other test score requirements not described for Dimensions A B, or C. Students are eligible for the program if they meet the 96th national age percentile on an individual or group aptitude test. In addition, students may be placed in the program on trial placement if deemed necessary by the evaluation/placement team. Students can also be removed from the gifted and talented program according to written procedures established by the evaluation/placement team. Prior to the removal of a student, the team must provide counseling for the student, and hold conferences with the student's parents and teachers.

Students in the academically gifted program are served through a variety of program models including regular or multiage classrooms, resource rooms/pullout models, special schools, and special classes during the regular school year. Additional program strategies can be used to supplement services provided to students through the program models and are detailed in the comparison of state gifted and talented programs. The program models require appropriate teacher/pupil ratios, and allow for adequate teacher planning time (a minimum of 250 minutes per week). In addition, every model must provide sufficient time to assure that the goals and objectives

of the program are met. The required minutes per year range from 4,500 to 8,100 depending on the grade level and program model.

Districts provide a program plan every three years, and report on their progress annually in order to demonstrate that they are meeting the program requirements. The State Department of Education (SDE) developed a formal process and recommended format for the local plan. This plan addresses curriculum, instruction, assessment, support services, program models, teacher-pupil ratio, and appropriate and sufficient time in instruction. The SDE will review the district plans annually and provide feedback to the districts. Districts will begin reporting student test score information to the SDE in 2005 on PACT, Advanced Placement exams, International Baccalaureate exams, Scholastic Assessment Test (SAT), American College Test (ACT) and similar college entrance tests. Information also reported to the SDE includes numbers of eligible, screened, and referred students by specified demographics; performance summaries on a number of assessments; and enrollment reports.

Teachers of gifted and talented students are required to complete a State Department of Education approved training program in addition to regular teacher certification. The current approved program is known as the gifted and talented endorsement and it requires 6 hours of graduate coursework in gifted education. Exceptions include newly assigned teachers who have one year to meet training requirements and teachers with a master's degree or higher in gifted education who may have this requirement waived upon approval of credentials by the State Department. Districts are expected to provide professional development activities geared toward gifted education.

Program for Artistically Gifted Students

The gifted and talented program for artistic students has guidelines similar to the academic program that highlight the unique needs of artistic students. In particular, these regulations specify that:

- a written plan should be developed detailing artistic requirements (Regulation 43-220, Section III, A.1);
- artistic programs should be developed with specific curriculum, instruction, and assessment characteristics (Regulation 43-220, Section III, A.2); and
- programs should focus on creative expression in one or more of the following areas: dance, drama, music, and/or visual arts (Regulation 43-220, Section III, A.3.).

A review team, like that in the academic program, is established for the artistic program, consisting of teachers of the arts, administrators and qualified community members. Referrals for the artistic program are used to identify students who have an aptitude for the arts and may benefit from intense exploration and in-depth study in one or more of the arts. As in the academic

program, the identification process applies to both male and female students of any racial, ethnic, or socioeconomic group, who may have disabilities or behavioral problems. The referral process begins when a teacher of the arts completes a recommendation and/or referral form, specifying the areas of a student's giftedness. The evaluation/placement team then conducts assessments based on student demonstrations/auditions, and either a student interview or questionnaire.

Eligible artistically gifted students are also served through a variety of program models including in-school, after-school, summer, Saturday, and consortium programs. These program models must provide sufficient time to assure that the goals and objectives of the program are met. The required minutes per year range from 4,500 to 8,100 depending on the grade level and program model. Summer programs must be 30 days in length, and Saturday programs must be a minimum of 30 Saturdays with between 2.5 and 5 hours per day depending on the student's grade level. Teachers of artistically gifted and talented students must hold a valid teaching certificate, with the exception of visual or performing arts professionals hired by the district. These teachers must receive appropriate district-level supervision. Districts are expected to provide professional development activities geared toward gifted education for these teachers.

Following this in-depth description of the programs provided to South Carolina's academically and artistically gifted and talented students, is a comparison of the major components of the state's program, to those programs of other select states.

Comparison of South Carolina's Program with Other State Programs

Since there is no federal legislation that requires states to provide services to gifted and talented students, individual states develop their own programs with their own definitions of "gifted" students. One of the tasks in this study was to compare South Carolina's gifted and talented programs with programs in other selected states. In consultation with staff from the Education Oversight Committee, eight states (Arkansas, Connecticut, Florida, Georgia, Massachusetts, New Jersey, North Carolina, and Virginia) were selected. These states were selected because their students have been successful on standardized assessments such as the National Assessment of Educational Progress (NAEP) or the Scholastic Assessment Test (SAT), or their gifted programs are reported to be successful, serving populations of students in the Southeast similar to those students served in South Carolina. Among the states in this analysis, Connecticut, Massachusetts, and New Jersey do not have state-funded gifted programs. The program in Connecticut is "permissive" in that the districts choose whether to have a gifted program or not (J. Purcell, personal communication, May 18, 2005). The state provides guidelines for various aspects of the program, but does not require district participation. In New Jersey, local boards of education must identify gifted students and provide them with appropriate instructional services, but the state does not provide state-level criteria for giftedness or specify measures to be used for student identification. Massachusetts is in the process of developing policies and program definitions. Recently,

Massachusetts funded a summit conference on gifted education and will provide $500,000 next year for various state initiatives in gifted education (D. Modest, personal communication, May 18, 2005).

The following data was gathered from each state: definition of a gifted and talented student, identification and selection criteria used for gifted and talented students, profile of the gifted and talented students served, program models used, profile of teachers of gifted and talented students, and information on program funding. The following sections compare and contrast these major characteristics of the selected states' gifted and talented programs. Details of the state comparisons for each of these characteristics can be found in Appendix B.

State Definitions of Giftedness

Gifted and talented students are defined by the states included in this comparison as students who have demonstrated high academic achievement or the potential ability to perform at a high level and need differentiated instruction that is not provided by education in the regular classroom (Education Commission of the States, 2004). Table 1 presents the various definitions of giftedness used in the states under study. South Carolina and Virginia are the only states that define gifted and talented students as those in grades 1 – 12, pre-K – 12, and kindergarten through graduation, respectively (Education Commission of the States, 2004). South Carolina and Connecticut are the only states that recognize artistically gifted and talented students in their definition (Education Commission of the States, 2004), although Virginia identifies students for program services who are artistically gifted. South Carolina also provides for the possibility that the student is gifted in one or more fine arts areas (Education Commission of the States, 2004).

Table 1

State Definitions of Gifted Students

State	Gifted Definition
South Carolina	1) Gifted and talented students are those who are identified in grades 1– 12 as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential. 2) Gifted and talented abilities for these regulations include: a) Academic and Intellectual Ability: Students who have the academic and/or intellectual potential to function at a high level in one or more academic areas. Visual and Performing Arts: Students who have the artistic potential to function at a high performance level in one or more of the fine arts (South

State	Gifted Definition
	Carolina Department of Education, 2005).
Arkansas	Gifted and talented children and youth are those of high potential or ability, whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability (Arkansas Department of Education, 2004).
Connecticut	A child identified by the planning and placement team as (1) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (2) needing differentiated instruction or services beyond those being provided in the regular school program in order to realize their intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts as defined by these regulations (Connecticut Department of Education, 2004).
Florida	One who has superior intellectual development and is capable of high performance. (FLA. ADMIN. CODE ANN. r. 6A-6.03019).
Georgia	A student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or ancillary services to achieve at levels commensurate with his or her abilities (Georgia Department of Education, 2004).
Massachusetts	Massachusetts has not adopted a state definition of giftedness. Individual school districts make the determination if they provide a program for gifted students (D. Modest, personal communication, May 18, 2005).
New Jersey	Those exceptionally able students who possess or demonstrate high levels of ability, in one or more content areas, when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities (New Jersey Board of Education, 2000).
North Carolina	Academically or intellectually gifted students perform at substantially high

State	Gifted Definition
	levels of accomplishments when compared with others of their age, experience, or environment. Academically or intellectually gifted (AIG) students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated education services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human behavior (North Carolina Department of Public Instruction, 2003).
Virginia	Gifted students mean those students in public elementary and secondary schools beginning with kindergarten through graduation whose abilities and potential for accomplishment are so outstanding that they require special programs to meet their educational needs (Virginia Department of Education, 2005).

State Identification and Selection Criteria

Most of the states included in this analysis have very similar criteria when it comes to identification of gifted students (see Appendix B for detailed information and references) and use multiple criteria for identification. As shown in Table 2, they identify students for gifted programs (both academic and artistic) by the students' performance on group and individual aptitude tests, success on performance tasks, previous grades, by teacher recommendation, and many other types of criteria. All states use achievement or IQ/aptitude tests in the identification of gifted students. Virginia, with the most identification criteria, is the only state that includes behavior, leadership, and previous accomplishments in the identification process. The fewest criteria are used by Florida and Massachusetts.

Table 2

Gifted and Talented Identification Criteria Used by States for Academic and Artistic Gifted Programs

Criteria	**SC**	**AR**	**CT**	**FL**	**GA**	**MA**	**NJ**	**NC**	**VA**
Achievement Test (Individual or Group)	✓	✓	✓		✓	✓	✓	✓	✓
Arts Aptitude (visual and performing)									✓
Behavior									✓
Biographical Data		✓							
Characteristic Checklists	✓	✓	✓	✓				✓	✓
Characteristic Rating		✓		✓	✓				✓

Scales									
Creativity Test		✓			✓				
IQ/Aptitude Test (Individual or Group)	✓	✓		✓	✓	✓	✓	✓	✓
Leadership									✓
Nominations/Referrals	✓	✓	✓		✓		✓	✓	
Previous Accomplishments (Awards, Honors)									✓
Questionnaires	✓								✓
Scholastic Performance (Grades/GPA)	✓	✓			✓				✓
Structured Observation (Audition, Interview)	✓	✓			✓				✓
Student Generated Product/Portfolio		✓	✓		✓			✓	✓
Student Interest/Motivation	✓						✓	✓	
Student Performance Tasks	✓	✓							
Teacher Evaluation						✓	✓		

South Carolina, North Carolina, and Georgia are the only states among those reviewed for this study that specify required student performance levels in terms of percentiles or other types of scores in state-wide law or regulation. The major difference between the states is the performance levels at which students are identified. Other states, with the exception of Massachusetts, establish guidelines for identification and selection, but allow individual school districts to establish their own criteria. New Jersey does suggest that the districts' identification procedures should identify 3-5% of the school population. Arkansas requires strong parental involvement for identification and placement procedures (Arkansas Department of Education, 1999). Connecticut provides their local education agencies (LEA) with requirements for identification instruments, but gives them discretion over the specific instrument that will be used (Connecticut Department of Education, 2001). Florida includes specific guidelines for the identification of under-represented groups, but allows each school district to create a plan that outlines the criteria for increasing the participation of these groups (Education Commission of the States, 2004). Georgia qualifies students with a combination of mental ability and achievement test scores, but also allows measures of creativity or motivation to be used. Both North Carolina and Virginia use multiple measures for identification including achievement tests, aptitude tests, academic performance, student motivation, and student work.

Profile of Students Served

The numbers of students served by the states included in this study, as well as available information on the ethnicity of these students, are described in Tables 3 and 4 (see Appendix B for

references and more detail). As shown in Table 3, the numbers of students served by gifted and talented programs in the selected states ranged from 4.60% to 12.56% when considered as a percentage of K-12 enrollments. The six states with state-funded programs serve an average of 8.9% of their K-12 student population in gifted and talented programs. Florida served the smallest proportion of students at 4.60%, while Virginia served the largest proportion with 12.56% of their K-12 students receiving services. South Carolina served 10.24% of their K-12 enrollment in 2003-2004.

Table 3

Participation in Gifted and Talented Programs by State and as a Percentage of K-12 Enrollment for 2003-2004

State	# of GT Students	K-12 Enrollment	Percentage
South Carolina	71,095	694,584	10.24%
Arkansas	46,710	452,031	10.33%
Connecticut	Not applicable	570,023	Not applicable
Florida	116,880	2,539,929	4.60%
Georgia	106,596	1,496,012	7.13%
Massachusetts	Not applicable	982,989	Not applicable
New Jersey	Not applicable	1,367,438	Not applicable
North Carolina	146,321	1,325,344	11.04%
Virginia	147,832[a]	1,177,229	12.56%

[a]2002-2003 data

Table 4 shows the percentage of students, disaggregated by ethnicity, who participated in state gifted programs for 2003-2004. Current demographic student data, such as ethnicity, was difficult to find for each of the selected states. For one of the states, data from 2000 (Education Trust, 2004) was used for comparison purposes because disaggregated data for more recent years could not be located. With the exception of Connecticut, Massachusetts and New Jersey which do not have state-funded gifted programs, White students accounted for approximately 63% - 84% of the gifted population. The next largest ethnic group, African Americans, accounted for approximately 8% -16% of the gifted population. Latino or Hispanic students made up about 1% to 19.5% of the population of gifted students. Gifted programs served 1% to 9% Asian American students. Native American groups accounted for less than 1% of students served by gifted programs in the selected states.

Table 4

Ethnicity of Gifted and Talented Students Served by Selected States in 2003-2004

	Ethnicity					
State	% White	% African American	% Hispanic or Latino	% Asian American	% American Indian/Alas.	% Multi-racial/Other
South Carolina	80.57	15.76	----	----	----	3.66
Arkansas[a]	81.00	15.00	2.00	1.00	<.5	----
Connecticut	NA	NA	NA	NA	NA	----
Florida	63.17	9.61	19.52	4.23	0.31	3.16
Georgia	74.86	15.21	2.20	5.55	0.15	2.03
Massachusetts	NA	NA	NA	NA	NA	----
New Jersey	NA	NA	NA	NA	NA	----
North Carolina	83.78	10.45	1.82	3.16	0.79	----
Virginia[b]	76.04	10.51	3.22	8.49	0.23	1.51

[a] Data provided by Education Trust (2004).
[b] 2002-2003.

Program Models

Table 5 shows the types of program models or strategies used for gifted and talented education in the states reviewed for this study. More details on the specifics of individual state models can be found in Appendix B. With the exception of Connecticut, the program models approved by each of the states are very similar in the elementary and middle grades. These models include: differentiated instruction in the regular classroom, resource room/pull-out, self-contained, cluster grouping, consultation and instruction through technology. In addition, South Carolina and New Jersey offer multi-age classrooms and individual educational plans at this level. At the high school level, the types of program models expand to include special schools, special classes, and mentorships/internships. Georgia, New Jersey, and North Carolina offer joint enrollment/postsecondary options for their gifted high school students. North Carolina and South Carolina offer summer enrichment for their gifted students. Florida offers the following specialized models as a part of the Challenge Grant program: brain-compatible learning, student and teacher centered approach, Environment as the Integrating Context (EIC) Curriculum, Renzulli Enrichment Triad model, Gardner's multiple intelligence, and Glasser's choice theory. Connecticut's districts are not mandated to serve or identify students, nor are the school districts required to provide programming for children identified as gifted and talented (CTDOE, 2001; Connecticut Association for the Gifted, 2004;). The Connecticut State Board of Education recommends that the public schools meet the needs of gifted and talented students through differentiation and accommodation in the regular classroom (Connecticut Association for the Gifted, 2004).

Table 5

Gifted and Talented Program Models or Strategies Used by Selected States

Model	SC[a]	AR	CT	FL	GA	MA[b]	NJ	NC	VA
Brain-compatible learning				✓					
Cluster grouping	✓	✓			✓		✓		
Collaborations with community resources							✓		
Collaborative teaching					✓		✓		
Consultation		✓						✓	✓
Differentiated instruction and modification	✓		✓	✓					✓
Distance learning									
Early admission								✓	
Early graduation								✓	
EIC Curriculum				✓					
Enrichment (after school, summer, or whole group)	✓			✓			✓		
Exchange program							✓		
Exploratory courses	✓								
Gardner's multiple intelligence				✓					
Glasser's choice theory				✓					
Grade/Subject acceleration (Course content)	✓			✓	✓		✓	✓	
Honors, Advanced, Pre-advanced placement classes		✓		✓	✓			✓	✓
Independent study	✓						✓	✓	✓
Individual educational plans	✓							✓	
Instruction through technology	✓	✓		✓			✓		
Joint enrollment/ postsecondary options (International Baccalaureate)		✓		✓	✓		✓	✓	
Mentorship/Internship	✓	✓		✓	✓		✓	✓	✓
Multi-age classrooms	✓						✓		
Parent/Training services	✓								
Regular classroom/ Itinerant teacher	✓	✓							
Renzulli Enrichment Triad				✓					
Resource room/pull-out	✓	✓				✓	✓	✓	

School-within-a-School		✓							
Seminars/Guest speakers	✓	✓					✓		✓
Separate full-day advance academic programs						✓			✓
Special classes/Self-contained		✓				✓	✓	✓	✓
Special school	✓	✓							✓
Student and teacher centered approach				✓					

[a] South Carolina's approved program models include regular classroom (itinerant teacher), resource room/pull out, special classes, special schools, or multi-age classrooms. Other "strategies" can only be used to supplement services provided with one of the approved models.

[b] Massachusetts does not provide a state-funded gifted program and does not provide guidelines to districts on preferred models.

Profile of Teachers of Gifted and Talented Students

Information on the characteristics of teachers of gifted programs was difficult to locate, and often the states could not provide very specific information for current teachers (see Appendix B). Data on teachers in South Carolina was collected as part of the questionnaire for district coordinators and is reported in a subsequent section of this report. Teacher profiles were found, including demographic data for all teachers or all exceptional education teachers, but not specifically for teachers of gifted and talented students. Requirements for additional training beyond certification for teachers of gifted students were more readily available. All states require that the teachers hold a valid teaching certificate or license appropriate to the grade level(s) or subject area(s) they teach. Gaining a valid teaching certificate or licensure in Connecticut, Massachusetts, and New Jersey includes studies in meeting the needs of gifted students. Teachers in these states are not required to complete any additional training or coursework. However, in 2003 Massachusetts offered a competitive grant program to teachers that focused on gifted and talented professional development (Driscoll, 2004). As part of a process to develop a state gifted program in Massachusetts, teachers will be required to have 12 graduate hours in gifted education for an add-on certification (D. Modest, personal communication, May 18, 2005).

Table 6 shows the requirements for additional training beyond basic certification in other states studied for this report. In Arkansas, Florida, Georgia, North Carolina, South Carolina, and Virginia, teachers have to meet additional requirements for gifted endorsement. These states require from 6 to 18 hours of graduate credit in gifted education to receive endorsements or add-on certifications. Arkansas requires the most additional coursework with 18 hours, and South Carolina requires the least hours with 6 hours of coursework. Georgia, North Carolina, and Massachusetts (beginning in FY 2006) require 12 hours of additional training, while Florida teachers take 15 hours of coursework. Virginia combines 12 graduate hours of coursework with a 3-hour practicum for a total of 15 hours.

Table 6

Requirements for Additional Training for Teachers of Gifted and Talented Students Beyond Certification in Selected States

State	Requirements for Additional Training Beyond Certification
South Carolina	Gifted and talented endorsement requires 6 graduate hours in courses on the nature and needs of gifted and talented students and introduction to curriculum and instruction for gifted and talented students. Newly assigned teachers have one year to meet the requirement. Experienced teachers may have this requirement waived by the Department of Education.
Arkansas	Add-on endorsement in gifted education requires 18 graduate hours with coursework in the following areas of gifted education: identification and programming, methods and materials, curriculum and development, counseling and guidance, testing and evaluation, creativity, supervised practicum, independent study, and seminar or special topics.
Connecticut	None required.
Florida	15 semester hours in gifted education to include 3 hours in each of the following areas: nature and needs of gifted students, curriculum and instructional strategies for the gifted, guidance and counseling of the gifted, educating special populations of gifted students, and theory and development of creativity.
Georgia	Gifted in-field endorsement requires teachers to complete a standards-based program that may be delivered through university credit courses (equivalent to 12 credit hours) or approved professional development courses. Required courses at the University of Georgia include assessment of gifted children and youth, characteristics of gifted children and youth, strategies and materials for the gifted, and program and curriculum development for the gifted.
Massachusetts	The gifted program is under development in the state. In preparation for the program, new licensure rules will require teachers of gifted students to have an add-on certification that requires 12 hours of graduate credit in gifted education.
New Jersey	None.
North Carolina	Add-on certification for academically or intellectually gifted requires 12 hours of study beyond licensure.
Virginia	The endorsement requires 15 graduate hours (12 hours of coursework on

	the following topics: characteristics and identification of the gifted, teaching methods and models, socio-emotional needs of the gifted, program evaluation, and parent/community involvement as well as a 3 hour practicum). Not all districts require teachers to have an add-on licensure endorsement.

Funding of Gifted and Talented Programs

Table 7 shows the state funds spent for gifted education, number of gifted students, and the per student expenditure for the states where this information was available (see Appendix B for the sources of this data). Connecticut, Massachusetts, and New Jersey do not provide state funding to gifted and talented programs. Arkansas' local school districts are mandated to expend for gifted and talented programs from state and local revenues, not less than the previous year's average daily membership (ADM) participating in gifted and talented programs, up to five percent (5%) of the previous year's ADM, multiplied by fifteen hundredths (0.15) times the base local revenue per student (Arkansas Department of Education [ARDOE], 1995). Under the Challenge Grant, Florida awards each participating school $10,000 (Florida Department of Education [FLDOE] Bureau of Instructional Support and Community Services, 2004b). Additional funds spent by the districts come from their appropriation for exceptional student education and the districts determine the amount of these funds to spend on gifted education. In fiscal year 2004, Georgia spent $155,000,000 for gifted education. North Carolina's funding for gifted and talented is allocated as 4% of each LEA's average daily membership multiplied by $926.57 per student (for 2004). Virginia provides each district with an apportioned share of state-appropriated funds to support local program services, and the districts must match the state allocation with local funds, based on the state's composite index (ability to pay) formula.

There is a wide range of per pupil expenditures among the states under study (see Table 7). South Carolina, Georgia, North Carolina, and Virginia spent from $320.24 to $1,480.80 per student for gifted program services. Georgia's per student expenditure of $1,480.80 was approximately 4.5 times the state per student expenditure for Virginia's program. Per pupil expenditures by South Carolina, North Carolina, and Virginia were essentially equivalent at $366.50, $335.55, and $320.24 per pupil. Please refer to the following section for a more thorough examination specific to South Carolina's program participants and expenditures.

Table 7

Total Expenditures from State Appropriations for Gifted Education, Number of Students Served, and Per Pupil State Expenditures for Selected States in 2003-2004

State	Expenditures	Number of Students	Per Pupil Expenditure
South Carolina	$26,056,345	71,095	$366.50

Arkansas	Not available	46,710	Not available
Connecticut	None	-------	None
Florida	Not available[a]	116,880	Not available
Georgia[b]	$155,000,000	104,673	$1480.80
Massachusetts	None	--------	None
New Jersey	None	--------	None
North Carolina	$48,985,518	52,846	$335.55
Virginia	$23,670,346[c]	147,832[c]	$160.12 ($320.24)[c]

[a] Florida's program is funded through the district allocations for exceptional student education and each district determines how much to spend. A state total for expenditures is not available.
[b] 2002-2003 data
[c] Districts in Virginia must match the state allocation with local funds. Therefore, funds expended are approximately double the appropriated amount.

South Carolina's Program Participants and Program Expenditures

The following sections of the report present in depth information on South Carolina's program participants and provide details about program expenditures for fiscal years 2002-2004. Data for these sections were provided by the South Carolina Department of Education Office of Finance and Office of Research.

Participants in South Carolina's Gifted and Talented Program

All of the state's school districts provide programs for academically gifted students. The number of students served in academic programs was 64,330 in school year 2001-2002. The number of students served increased by approximately 5% in 2002-2003 to 67,061, and increased about 6% in 2003-2004 to 71,095 students. These numbers represent approximately 12.7% of students enrolled in grades 3-12 for 2001-2002, 12.9% of students in grades 3-12 for 2002-2003, and 13.8% of the same student base for 2003-2004. Disaggregated information for South Carolina's student participants in the gifted and talented academic program for fiscal years 2002-2004 is shown in Table 8. Individual district-level data are included in Appendix C. Information on participation of students in the artistic gifted and talented program is described in the report section related to the questionnaires from district coordinators.

The demographic characteristics of South Carolina's gifted and talented students in the academic program have remained relatively stable for the past 3 years. The student population is approximately 53% female and 47% male. In terms of ethnicity, an average of 81.2% of the students is White, 15.4% are African American, and 3.4% are of other ethnicities such as Asian, American Indian, Hawaiian/Pacific Islander, or multi-racial. Approximately 19% of the gifted and talented students for the past 3 years have received free or reduced lunch. A small proportion of gifted and talented students have "dual exceptionalities" in that they are identified as both gifted and handicapped. These students are required to have an individual education plan (IEP).

Handicapping conditions include speech/language, hearing impairments, visual impairments, orthopedic impairments, autism, emotional disabilities, learning disabilities, and all other conditions requiring that the student have an IEP.

Table 8

State Total Gifted and Talented Disaggregated Student Counts and Percentages by Year

		Fiscal Year					
		2002		2003		2004	
Demographic		Number	%	Number	%	Number	%
Total Students		64,330	100.0	67,061	100.0	71,095	100.0
Gender	Female	33,992	52.8	35,321	52.7	37,611	52.9
	Male	30,338	47.2	31,740	47.3	33,484	47.1
Ethnicity	White	52,771	82.0	54,300	81.0	57,284	80.6
	African	9,587	14.9	10,488	15.6	11,206	15.8
	Other	1,972	3.1	2,273	3.4	2,605	3.6
Lunch Status	Free	8,019	12.5	9,463	14.1	10,884	15.3
	Reduced	3,420	5.3	3,694	5.5	4,011	5.6
	Paid	52,891	82.2	53,904	80.4	56,200	79.1
Handicapped Students		1,412	2.2	1,491	2.2	1,517	2.1

Note. Data provided by the Office of Research, South Carolina Department of Education.

Districts in the state vary in terms of the proportion of their students in grades 3-12 that receive services for gifted education. Appendix D shows the 2003-2004 district enrollments for grades 3-12, the number of gifted and talented students, and the percentage of total students in grades 3-12 who receive program services. Districts served between 2.2% and 28.9% of their grade 3-12 students during the 2003-2004 school year. The average percentage of students served was 11.2% and the median was 10.7%. The districts serving the smallest proportion of students, or less than 4% of their population in grades 3-12 were Orangeburg 5, Allendale, Lee, Hampton 2, and Jasper. Districts serving 20% or more of their grade 3-12 population were Kershaw, Lexington 1, Anderson 1, Lexington/Richland 5, and York 4.

Expenditures for South Carolina's Gifted and Talented Program

Education Improvement Act (EIA) funds are appropriated yearly by the South Carolina General Assembly to support district programs serving both academically and artistically gifted students in grades 3-12. The State Department of Education annually calculates each district's allocation based on the number of gifted and talented students served in each district as it relates to the total of all such students in the state. Additional eligible students can be served by the redistribution of funds which are unobligated during the fiscal year (July 1 – June 30). In accordance with provisos to the state budget, 10% of the total state dollars appropriated annually for gifted and talented programs is earmarked for programs to serve artistically gifted and talented students in grades 3-12. This proviso has been included yearly in the state's budget since 1998-

1999. The districts receive a proportionate share of the 10% allocation based on their preceding year's total average daily membership in grades 3-12. School districts are authorized to expend allocated funds on students meeting the eligibility criteria and being served in approved programs. According to the State Board of Education Regulations, school districts identifying and serving 40 students or less receive a minimum funding of $15,000 annually for academic programs. State funds provided for gifted and talented programs must directly impact students served in accordance with provisions of the State Board of Education regulations.

As shown in Table 9, the EIA allocations and expenditures for both the academic and artistic gifted programs have declined since 2001-2002. Appendix E shows the allocations and expenditures for individual districts over the same time period. EIA expenditures for the academic program have exceeded allocations for the past 2 years, possibly because state budget provisos allow unspent funds to be rolled over into the next fiscal year and allow districts to transfer funds among programs. Expenditures for the artistic program have consistently been less than the amount of funding appropriated.

Table 9

Total EIA Expenditures for the Academic and Artistic Gifted Program for 2002-2004

	Academic Program		Artistic Program	
Fiscal Year	EIA Allocations	EIA Expenditures	EIA Allocations	EIA Expenditures
2002	$ 27,404,047	$ 27,242,906	$ 3,098,891	$ 2,121,162
2003	$ 25,607,782	$ 26,006,270	$ 2,939,741	$ 1,644,988
2004	$ 25,607,828	$ 26,056,345	$ 2,939,753	$ 1,888,116

Note. Data provided by the Office of Finance, South Carolina Department of Education

There are nineteen school districts that showed no EIA expenditures for artistic programs in 2003-2004, and State Department of Education records show that only five districts transferred money from their artistic allocation. According to the SDE:

- Aiken transferred $108,204 (100%) of their artistic funds to their academic gifted and talented program to maintain the teacher/pupil ratio.
- Allendale transferred $7,782 (100%) of their artistic funds to academic assistance K-3 for teacher salaries and fringe benefits.
- Clarendon 2 transferred $11,765 (100%) of their artistic funds to academic assistance K-3 to hire first grade teachers to reduce the teacher/pupil ratio to 1:15.
- Dillon 1 transferred $4,007 (100%) of their artistic funds to their academic gifted program.
- Hampton 1 transferred $11,794 (100%) of their artistic funds to their academic gifted program for instructional strategies.

Of the 14 districts that had no EIA expenditures for 2003-2004, and did not "flex" their funds to other programs, three districts reported not having an artistic program on the district coordinators'

questionnaire. Eight districts reported on the district coordinators' questionnaire that they had an artistic program and spent EIA funds for that program, often in addition to other funds from grants, consortium, or tuition charged to parents. One district reported that their program was funded totally by grants, and information was not provided on the questionnaire for the remaining two districts.

Districts primarily spend their EIA funds on salaries and fringe benefits as shown in Table 10. From 2002-2004, about 95% of EIA funds expended for the academic program were spent for salaries and fringe. The remaining 5% of expenditures were spent on purchased services, materials/supplies, equipment, or other budget categories. Expenditures of EIA funds for the artistic program showed more variation than the academic program from year to year. Salaries and fringe benefits were the largest share of the expenditures, but purchased services and materials/supplies reflected a larger proportion of artistic expenditures. These expenditures may support salaries of professional staff (i.e. dance teachers) for the artistic program and the materials and supplies that are an integral part of these kinds of programs.

Table 10

Percentage of EIA Expenditures by Object Code for the Academic and Artistic Gifted and Talented Program for FYs 2002-2004

	Academic			Artistic		
Object Code	2002	2003	2004	2002	2003	2004
Salaries	74.6	75.9	75.7	38.8	51.7	45.1
Fringe	20.3	19.5	19.4	8.4	11.3	9.9
Purchased services	1.5	1.5	1.5	22.4	24.5	21.3
Materials/supplies	3.3	2.1	2.1	12.9	26.6	23.2
Equipment	0.3	1.3	1.3	17.5	0.5	0.5
Other objects	0.0	0.0	0.0	0.0	0.0	0.0

Note. Data provided by the Office of Finance at the South Carolina Department of Education

According to district data provided by the Office of Finance at the South Carolina Department of Education, school districts spent funds in addition to EIA funds for their academic and artistic programs. State-level expenditures, for fiscal years 2002-2004, for the academic and artistic gifted program are shown in Tables 11 and 12. District-level expenditures are shown in Appendix F. Total expenditures for the gifted and talented programs increased by a little more than 11% between fiscal years 2002-2003, and then remained at approximately the same level overall for fiscal year 2004. During this period, EIA funds decreased as a proportion of total expenditures and more funds were spent from general funds and special revenue accounts. Figures 1 and 2 depict the funding percentages from all sources for the academic and artistic gifted programs during the 2003-2004 school year.

Table 11

Gifted and Talented Academic Program Expenditures for 2002-2004 from the General Fund, Special Revenue Accounts, and the EIA

Fiscal Year	General Fund[a]		Special Revenue[b]		EIA		Total
	Expenditure	%	Expenditure	%	Expenditure	%	
2001 - 2002	$9,873,162	26.5	$107,730	.30	$27,242,906	73.2	$37,223,79
2002 - 2003	$14,513,005	35.0	$973,033	2.3	$26,006,270	62.7	$41,492,30
2003 - 2004	$15,164,623	36.3	$546,528	1.3	$26,056,345	62.4	$41,767,49

Note. Data provided by the Office of Finance at the South Carolina Department of Education.
[a] General funds are the 100 subfund and include both state and local funds.
[b] Special revenue accounts include restricted state accounts, local grants, National Board Certification supplement, teacher supply funds ($200 per teacher), and/or federal funds.

Table 12

Gifted and Talented Artistic Program Expenditures for 2002-2004 from the General Fund, Special Revenue Accounts, and the EIA

Fiscal Year	General Fund[a]		Special Revenue[b]		EIA		Total
	Expenditure	%	Expenditure	%	Expenditure	%	
2001 - 2002	$483,388	15.8	$448,270	14.7	$2,121,162	69.5	$3,052,820
2002 - 2003	$301,637	10.2	$1,015,41	34.3	$1,644,988	55.5	$2,962,036
2003 - 2004	$427,285	14.0	$740,309	24.2	$1,888,116	61.8	$3,055,710

Note. Data provided by the Office of Finance at the South Carolina Department of Education.
[a] General funds are the 100 subfund and include both state and local funds.
[b] Special revenue accounts include restricted state accounts, local grants, National Board Certification supplement, teacher supply funds ($200 per teacher), and/or federal funds.

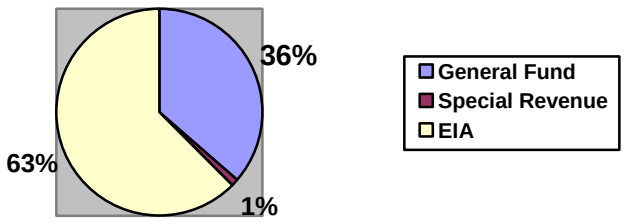

Figure 1. Academic gifted and talented program expenditures for 2003-2004

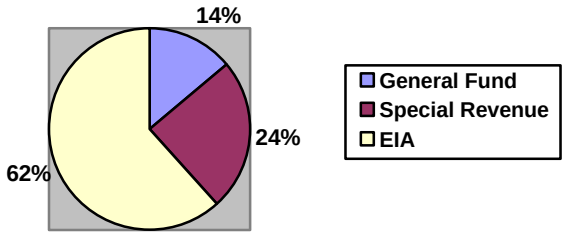

Figure 2. Artistic gifted and talented program expenditures for 2003-2004

When all sources of funds were considered, the school districts showed significant variation in the amount spent per student for the academic gifted program. Appendix G presents per pupil expenditures by district for 2003-2004. District expenditures ranged from $22.03 to $3,336.80 per student, with the average being $607.58 per student. The median expenditure per student was $440.99 with a standard deviation of 498.06. Districts with the lowest expenditures per student were Allendale, McCormick, Abbeville, Marion 7, and Marion 2. Per pupil expenditures for these districts ranged from $22.03 to $155.50 per student. The districts that spent the greatest amounts

per student were Marion 1, Richland 1, Calhoun, Marlboro, and Orangeburg 5. Expenditures in these districts ranged from $1,562.97 to $3,336.80 per student in grades 3-12. These district expenditure figures should be viewed with some caution, since expenditure data reported by district coordinators were not always consistent with data compiled by the Office of Finance in the Department of Education. In some cases, the difference between these two figures was substantial.

Results from the District Coordinators' Questionnaire

In order to collect descriptive information from South Carolina's school districts about their programs serving gifted and talented students, a questionnaire was developed for district coordinators of the gifted and talented program. The questionnaire was developed in consultation with staff from the Education Oversight Committee and staff from the Office of Gifted Education at the South Carolina Department of Education. Research was conducted to identify relevant variables and interviews were completed with school district staff, members of the South Carolina Consortium for the Gifted, legislative representatives, teachers of gifted students, and higher education faculty to further specify areas that should be addressed in the questionnaire.

The questionnaire was organized into five major sections:

- Student identification and selection;
- Student profile;
- Program models;
- Teacher profile; and
- Funding.

The questionnaire contained a mix of open- and closed- response items. The district coordinators were asked to provide information or opinions on the open items, and to choose from a variety of options listed on the questionnaire for the closed items. Eighty-two of the 85 district coordinators returned the questionnaires for a response rate of 96.5%. The results from each part of the questionnaire are presented in the following sections.

Student Identification and Selection

The first section of the questionnaire addressed student identification and selection criteria, screening methods, and removal processes. Approximately 94% of the district coordinators reported using only state criteria for identification of gifted and talented students. The remaining 6% reported using state and additional district criteria in the identification process. Some of the additional criteria reported include achievement scores on assessments such as the Cognitive Abilities Test (CogAT) and the Iowa Tests of Basic Skills (ITBS). High student achievement,

classroom performance, and teacher ratings were also noted as local criteria used in the identification process.

All districts use multiple assessments to screen students for the academically gifted program. Table 13 shows the percentage of districts using specific standardized assessments in 2004-2005 to screen students in grades 2 through 12 for the academically gifted and talented program. For students in grade 2, the Cognitive Abilities Test (CogAT) was the most frequently reported assessment used to screen students. The Palmetto Achievement Challenge Test (PACT) was the most frequently reported assessment used to screen students in grades 3 through 8. Students in grades 9 and 10 were most frequently assessed using Measures of Academic Progress (MAP). Grade point average (GPA)/grades were the most frequently reported assessments used for screening students in grades 11 and 12. Some of the O*ther* assessments mentioned include the Metropolitan Achievement Test (MAT), Stanford, InView (a cognitive abilities assessment by CTB McGraw-Hill), and the High School Assessment Program (HSAP) exit exams.

Table 13

Percentage of Districts Using Specified Standardized Assessments to Screen Students for Academically Gifted and Talented Programs (*n*=82)

	Grade										
Assessment	2 %	3 %	4 %	5 %	6 %	7 %	8 %	9 %	10 %	11 %	12 %
Palmetto Achievement Challenge Test	2.4	87.8	97.6	97.6	96.3	95.1	86.6	6.1	3.7	0.0	0.0
Iowa Test of Basic Skills	81.7	26.8	15.9	15.9	12.2	12.2	12.2	1.2	0.0	0.0	0.0
Cognitive Abilities Test	97.6	41.5	35.4	32.9	29.3	28.0	25.6	6.1	4.9	1.2	1.2
Measures of Academic Progress	34.1	39.0	39.0	39.0	37.8	36.6	36.6	18.3	12.2	1.2	1.2
Otis Lennon School Ability Test	13.4	22.0	22.0	22.0	19.5	20.7	18.3	4.9	2.4	0.0	0.0
Raven's Progressive Matrices	11.0	13.4	14.6	14.6	11.0	11.0	9.8	1.2	1.2	0.0	0.0
Terra Nova	3.7	6.1	7.3	7.3	4.9	3.7	3.7	0.0	0.0	1.2	1.2
Grade Point Average/grades	0.0	0.0	0.0	0.0	4.9	6.1	6.1	3.7	3.7	3.7	2.4
STAR Performance Task (South Carolina)	14.6	15.9	15.9	14.6	3.7	1.2	1.2	0.0	0.0	0.0	0.0
Das Naglieri Cognitive Assessment System	2.4	1.2	1.2	1.2	1.2	1.2	1.2	1.2	0.0	0.0	0.0
Test of Cognitive Skills	9.8	12.2	13.4	13.4	13.4	8.5	6.1	2.4	1.2	1.2	1.2
Other	3.7	7.3	8.5	7.3	7.3	6.1	4.9	6.1	6.1	3.7	2.4

Note. The sum of the percentages exceeds 100%. District coordinators were asked to indicate all assessments used.

In addition to the standardized assessments used to screen students for the academically gifted and talented program, several methods were used in 2004-2005 to screen students for the artistically gifted and talented program. Sixty-eight of eighty-two (82.9%) gifted and talented district program coordinators reported that their district screens students for the artistically gifted program.

Table 14 shows the percentage of methods used in 2004-2005 to screen students for the artistically gifted and talented program in grades 3 through 12. Nomination, followed by expert evaluation, was most frequently reported as being used to screen students in grades 3, 5, and 6. Expert evaluation, followed closely by nomination, was most frequently reported as being used to screen students in grades 4, and 7 through 12. Across grade levels, using interviews to screen students was the least frequently reported method to screen students for artistically gifted and talented programs. The *Other* screening methods reported were writing samples, projects, participation in band or chorus, self-selection, tests, and the Torrence Creativity Inventory.

Table 14

Percentage of Districts Using Specified Methods to Screen Students for Artistically Gifted and Talented Programs (*n*=68)

	Grade									
	3	4	5	6	7	8	9	10	11	12
Method	%	%	%	%	%	%	%	%	%	%
Nomination	36.8	54.4	63.2	70.6	66.2	60.3	47.1	45.6	45.6	35.3
Expert evaluation	35.3	55.9	61.8	69.1	69.1	64.7	51.5	50.0	48.5	39.7
Interviews	4.4	4.4	7.4	10.3	8.8	8.8	4.4	4.4	4.4	4.4
Other	2.9	1.5	2.9	2.9	5.9	4.4	4.4	4.4	4.4	4.4

Note. The sum of the percentages exceeds 100%. District coordinators were asked to indicate all methods used to screen students.

When asked about written policies for the removal of students from its gifted programs, approximately three-fourths of reporting district coordinators indicated that their district has a written policy for the removal of students from its *academically* gifted program. About one-third of reporting district coordinators indicated having a written policy for the removal of students from the *artistically* gifted program. The South Carolina Department of Education is in the process of developing criteria for the removal of students from gifted and talented programs.

Reporting varied, in terms of numbers of students removed, those who chose to stop participating, and those who decided not to participate in the program. The majority of the districts indicated that *no* students left the program (through removal or by their decision), or they did not report any data. It appears as though this data is not routinely recorded at the district level, and may be more appropriately collected at the school level. For those districts that were able to report on this item, reasons for students not participating or choosing to stop participating were provided.

The frequency and percentage of reasons given for a student choosing to stop participating in academic and artistic gifted programs are shown in Table 15. The most frequently (about 59%) given reason for choosing to stop participating in academic and artistic gifted programs was *Too much work for students*. The second most frequently given reason was *Too much pressure on students*. The least frequently (approximately 5%) cited reason was *Expectations were too high*. Some of the O*ther* reasons given included student immaturity, and not enough cooperation from the

classroom teacher. One coordinator noted that there were many competing choices for parents of gifted students in the district such as a Montessori school and a school with an International Baccalaureate program. "Given these choices, students/parents often do not choose (the gifted) program."

Table 15

Frequency and Percentage of Reasons Given for Choosing to Stop Participating in Gifted and Talented Programs (*n*=58)

Reason	*Frequency*	*Percent*
Too much work for students	34	58.6
Too much pressure on students	30	51.7
Conflicts in scheduling	27	46.6
Parent request	12	20.7
Students not benefiting from the program	6	10.3
Student left the school	5	8.6
Low academic performance	5	8.6
Expectations were too high	3	5.2
Other	9	15.5

Note. The sum of the percentages exceeds 100%. District directors were asked to indicate all reasons givens.
[a] The number of district coordinators reporting information on this item.

Reasons given for students not participating, after being identified, are shown in Table 16. The most frequently (approximately 59%) cited reason was *Conflicts in scheduling*. The least frequently given reasons were *Low academic performance* (about 2%) and *Lack of interest* (about 4%). Some of the O*ther* reasons mentioned were that students chose to participate in other programs, or students and parents simply changed their mind. About 15% of the reporting districts indicated *Insufficient resources to serve all students in district* as a reason for students not participating; this may be an area in need of further investigation.

Table 16

Frequency and Percentage of Reasons Given for Not Participating in Gifted and Talented Programs (*n*=46)

Reason	*Frequency*	*Percent*
Conflicts in scheduling	27	58.7
Too much work for students	23	50.0
Too much pressure on students	16	34.8
Parent request	7	15.2
Insufficient resources to serve all students in district	7	15.2
Students not benefiting from the program	3	6.5
Student left the school	3	6.5
Lack of interest	2	4.3
Low academic performance	1	2.2
Other	7	15.2

Note. The sum of the percentages exceeds 100%. District coordinators were asked to indicate all reasons given.

Student Profile

The second section of the questionnaire addressed the profile of students served by gifted and talented programs in South Carolina. Seventy-five of eighty-two (91.5%) gifted and talented district coordinators reported their district is able to serve all students who are identified as gifted and talented. For districts not able to serve all students who were identified, the following quotations from coordinators describe how they select the students who would be served:

- Artistic students receive in class instruction such as music, chorus and band.
- Newly identified students- beginning in 9th grade- are not served academically because they would be 1 year behind in preparation and couldn't earn the required high school unit since previously identified students earned the Eng I + Algebra I units in 8th grade.
- We serve all identified students in grades 3-8 in at least one gifted course; high school courses (9-12) are limited and course offerings are determined based on endorsement of teachers and an appropriately differentiated curriculum.
- 3rd grade; amount of state and local funding, artistic screening, conflicts in scheduling: summer school pulls/reduces attendance of summer artistic program.
- Rubrics are used for scoring students at auditions. Top scoring students are served according to available space in programs. 1400 students were nominated, and 840 came to auditions. 479 students are served in various programs. Others are on a waiting list.
- Place students in GT classes until SDE class ratio is met.
- Ranked for middle school classes by GPA.
- Students are ranked according to qualifying rubric scores. Note: A waiting list is created due to limited funding.

Demographic characteristics of students served by *artistically* gifted and talented programs for the 2003-2004 school year (July 1, 2003-June 30, 2004) are reported in Tables 17 and 18. The number of districts reporting data on this item varied by grade level and by demographic characteristic. The minimum number of districts that reported information was 15 and the maximum was 56. Across grade levels, more females are served than males. There are a larger number of students, served in artistically gifted and talented programs, with an Individualized Education Plan (IEP) and receiving free/reduced price lunch in grades 6 – 8 than students in grades 3 – 5 and grades 9 – 12. There are more white students served than non-White students. Hispanic students make up the smallest population of students served in artistically gifted and talented programs. Demographic characteristics of academically gifted and talented students were not requested in this survey as they were retrieved from another source.

Table 17

Demographic Characteristics of Students Served by Artistically Gifted and Talented Programs in 2003-2004 for Grades 3-12

Grade	Gender				Special Education				Lunch Status	
	Female		Male		IEP		504 Plan		Free/reduced Lunch	
	Total	%[a]	Total	%[a]	Total	%[a]	Total	%[a]	Total	%[a]
3 – 5	1,564	30.6	944	32.3	31	30.1	8	34.8	437	35.5
6 – 8	2,082	40.7	1,070	36.7	38	36.9	7	30.4	444	36.1
9 – 12	1,471	28.7	906	31.0	34	33.0	8	34.8	350	28.4
Total	5,117	100.0	2,920	100.0	103	100.0	23	100.0	1,231	100.0

[a]The percentage by grade level for each characteristic.

Table 18

Demographic Characteristics of Students Served by Artistically Gifted and Talented Programs in 2003-2004 for Grades 3 -12 (continued)

Grade	Race/Ethnicity							
	African American		Hispanic		White		Other	
	Total	%[a]	Total	%[a]	Total	%[a]	Total	%[a]
3 – 5	533	28.5	81	49.4	1,210	27.0	45	31.0
6 – 8	600	32.1	54	32.9	1,813	40.5	81	55.9
9 – 12	735	39.4	29	17.7	1,452	32.5	19	13.1
Total	1,868	100.0	164	100.0	4,475	100.0	145	100.0

[a]The percentage by grade level for each characteristic.

Program Models

Section three of the questionnaire addressed program services, planning, and evaluation, as well as credentials of the gifted and talented district coordinators. Several program models were used to provide academic gifted education to students. The percentages of districts reporting the use of specific models are displayed in Table 19. The most frequently reported program model used for grades 3 through 5 was the pullout model (69.5%). A variety of special classes were also provided to third through fifth grade academically gifted and talented students. Special classes in English language arts, math, science, and social studies were the most frequently reported models used to serve grades 6 through 8. Students in grades 9 through 12 were most frequently served in honors classes, followed closely by the special class model. Acceleration, special schools, supplementary programs, enrichment classes, dual credit courses and differentiated instruction in the regular classroom are some of the O*ther* supplemental services offered by only a few districts.

Table 19

Percentage of Districts Using Specified *Program Models or Strategies to Serve Academically Gifted Students by Grade Level* (*n*=82)

	Grade		
	3 – 5	6 – 8	9 – 12
Program Model	%	%	%
Pullout	69.5	22.4	1.2
Special class (not specified)	28.0	41.9	30.5
Special class – ELA	8.5	20.7	4.3
Special class – Math	9.8	16.3	1.2
Special class – Science	1.2	7.7	0.6
Special class – Social Studies	2.4	8.5	2.4
Special class – All subjects	0.0	4.5	2.4
Advanced Placement	0.0	1.2	17.1
Honors classes	0.0	4.9	30.8
Acceleration	0.0	4.5	2.7
IB	0.0	1.2	3.7
None or N/A	0.0	0.0	6.1
Other	2.0	4.5	6.7

Note. The percentages in the table are based on aggregated data. The percentages were computed by averaging the individual grade level percentages to determine a percentage for the grade level ranges. The sum of the percentages exceeds 100%.

As shown in Table 20, there are a number of strategies used to teach gifted and talented students. A *combination of enrichment and acceleration* was the most commonly used strategy across grade levels. *Enrichment* was the second most frequently used strategy in grades 3 through 8, whereas *research projects* was the second most frequent strategy used for the high school grades. The least frequently used strategy, across the grade levels, was *internships*, followed closely by *seminar courses*. These two strategies were apparently not used to serve grades 3 though 5 in any of the reporting districts. Additional strategies that were cited by a small number of districts included field trips, community service learning, differentiation, advanced placement, multi-age grouping and curriculum compacting.

Table 20

Percentage of Districts Using *Particular Strategies for Teaching Gifted and Talented Learners by Grade Level (n*=82)

	Grade		
	3-5	6-8	9-12
Strategy	%	%	%
Enrichment	52.8	38.6	18.6
Acceleration within grade	28.9	35.8	23.5
Combination of enrichment and acceleration	68.3	66.3	36.6
Research project	52.4	55.3	27.1
Independent study	18.3	21.1	12.5
Seminar courses	0.0	2.4	7.3
Exploratory courses	4.1	13.4	8.5

Internships	0.0	1.2	7.3
Mentorships	3.3	2.4	6.7
World-wide communication	26.0	24.8	16.8
Other	16.3	19.1	12.2

Note. The percentages in the table are based on aggregated data. The percentages were computed by averaging the individual grade level percentages to determine a percentage for the grade level ranges. The sum of the percentages exceeds 100%.

Twenty-two of 81 (27.2%) gifted and talented coordinators reported that their district allowed students to skip grades for acceleration as part of the gifted and talented program. A combined total of 24 students skipped a grade level during the 2004-2005 school year in the 15 reporting districts. There was no demographic data reported to further describe these students.

Forty-nine of eighty-one (60.5%) district coordinators reported that students who leave the regular classroom to receive gifted and talented services were responsible for completing the work that they missed during that time. Table 21 shows the frequency and percentage of explanations for student responsibilities regarding work missed in the regular classroom. The majority of the districts require students to make up work as determined by the teacher, assignment, school or grade. Others indicated that the students only make up work to the point of mastery, or that students are simply given extra time to complete their assignments. One district coordinator stated, "Students are expected to make up work that is critical to their progress. The amount of make-up work should be only enough to ensure that the student has grasped the concepts missed but not so much that the student is penalized for his/her absence."

Table 21

Frequency and Percentage of District Requirements for Students' Responsibilities to Complete Missed Work in the Regular Classroom (*n*=23)

Explanation	Frequency	Percent
Students complete selective portions of missed worked as directed by teacher/assignment/school/grade.	11	47.8
Students only complete work they need to achieve mastery (work tailored to students' needs).	8	34.8
Students have extended time to complete assignments.	4	17.4

As shown in Table 22, more than 50% of the districts reported that they were in the process of developing a written plan for gifted and talented programs this year. A combined 34% of the coordinators indicated that they have an existing plan for gifted and talented programs in some format. The remaining 12% of the districts are waiting for guidelines from the State Department of Education. This questionnaire was completed by district coordinators as the SDE was finalizing the template for the 3-year plans. The plans are due on June 30,2005 to the SDE, and feedback will be provided to the districts by August 10, 2005.

Table 22

Frequency and Percentage of Written Gifted and Talented Program Plans (*n*=82)

Response	Frequency	Percent
No, but a plan is being developed this year.	44	53.7
Yes, we have a separate plan for the gifted and talented programs.	18	22.0
Yes, gifted and talented is part of our district strategic plan.	10	12.2
No, we are waiting for guidelines from the SDE.	10	12.2

Table 23 reports the frequency and percentage of districts that performed evaluations of their gifted and talented program at the end of the 2003-2004 school year. About 54% of the district coordinators reported that they include the data from gifted students with all student data when reporting student performance. Close to 19% of the districts indicated that an evaluation is planned for this year. The remaining 25% indicated that their district performed an evaluation at the end of the 2003-2004 school year.

Table 23

Frequency and Percentage of District Evaluations of Gifted and Talented Programs at the End of the 2003-2004 School Year (*n*=80)

Response	Frequency	Percent
No, the data from gifted students is included with all student data when reporting student performance.	43	53.8
Yes	20	25.0
No, but evaluation is planned this year.	15	18.7
Other	2	2.5

The 20 districts that conducted evaluations at the end of the 2003-2004 school year reported using a variety of measures to evaluate student performance and program effectiveness. The most frequently reported measure (55%) was the PACT. Parent and student surveys were used in 35% and 30% of the evaluations, respectively. The remaining measures used in the district evaluations included various assessments of student achievement and personal feedback from other sources in the school system. Please refer to Table 24 for a description of the evaluation measures used.

Table 24

Frequency and Percentage of Measures Used to Evaluate Student Performance and Program Effectiveness in 2003-2004 (*n*=20)

Response	Frequency	Percent
Palmetto Achievement Challenge Tests scores	11	55.0
Parent surveys	7	35.0
Student surveys	6	30.0
Measures of Academic Progress scores	5	25.0
Feedback (teacher/principal/parent)	3	15.0
Test scores/student achievement/progress (unspecified)	3	15.0
Academic performance (grades)	3	15.0

Surveys (unspecified)	2	10.0
Teacher surveys	2	10.0
Focus groups	1	5.0
High School Assessment Program /End of course test scores	1	5.0
Exhibition (artistic)	1	5.0
Performance (artistic)	1	5.0
Portfolio (artistic)	1	5.0
Observations	0	0.0

Note. The sum of the percentages exceeds 100%. The district coordinators were asked to indicate multiple methods.

As shown in Table 25, seventy-one of eighty-two (86.6%) district coordinators indicated that they have a program for artistically gifted students. There are several fine arts programs which the districts provide for their artistically gifted and talented students. *Visual arts* programs were offered most frequently to all grade levels, followed by *Music (Voice)* programs. The least frequently reported programs were *Music (unspecified)* and *Art (unspecified)* for grades 3 through 12. The highest percentages of programs offered were in the middle grades, sixth through eighth.

Table 25

Percentage of Fine Arts Programs Offered to Artistically Gifted Students in Grades 3 -12 (*n*=71)

	Grade Level		
	3-5	6-8	9-12
Program	%	%	%
Visual Arts	42.7	62.4	47.2
Music (Voice)	31.5	49.8	38.7
Drama	21.6	42.3	27.5
Dance	20.2	33.8	12.0
Music (Instrument)	15.0	39.0	34.2
Creative Writing	1.4	8.5	3.2
Music	0.5	1.4	0.0
Art	0.5	1.4	0.0

Note. The percentages in the table are based on aggregated data. The percentages were computed by averaging the individual grade level percentages to determine a percentage for the grade level ranges. The sum of the percentages exceeds 100%.

There are several time periods during which districts provide services to their artistically gifted and talented students. Seventy-three of eighty-two (89.0%) district gifted and talented coordinators reported having a program for artistically gifted students when asked to indicate when programs for artistically gifted students were offered in their district. As shown in Table 26, the programs offered to artistically gifted students were cited most frequently in the summer. The program options displayed were offered by at least one district during each time period. Saturday offerings had the lowest percentages for the majority of the fine arts programs offered. One district stated that they offer an in-school magnet program to serve their artistically gifted students.

Table 26

Frequency and Percentage of When Programs for Artistically Gifted Students are Offered (*n*=73)

	In-School		After-School		Saturday		Summer	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Visual Arts	33	45.2	21	28.8	6	8.2	37	50.7
Music (Voice)	22	30.1	21	28.8	6	8.2	33	45.2
Music (Instrument)	17	23.3	17	23.3	6	8.2	28	38.4
Drama	14	19.2	13	17.8	4	5.5	28	38.4
Dance	9	12.3	8	11.0	4	5.5	22	30.1
Creative Writing	2	2.7	1	1.4	2	2.7	5	6.8
Other	1	1.4	0	0.0	0	0.0	0	0.0

Note. The sum of the percentages exceeds 100%. District coordinators were asked to select all that apply.

Seventeen of eighty (21.3%) district coordinators indicated that their district participated in a consortium with other districts to provide services to artistically gifted students. The districts were asked to describe the consortiums in which their artistically gifted students participated. The major consortiums identified by the coordinators included the Kershaw County Arts Arising program, the Tri-Districts Arts Consortium, a program held at Winthrop University, and the Tri-County Arts Consortium. Artistically gifted and talented students in grades 3-6 participated in the Kershaw County Arts Arising program. The Tri-District Arts Consortium is held annually on the Columbia College campus, and provides a 3- week summer arts program for 6th-9th graders. Several districts partner with Winthrop University to provide summer programs for their artistically gifted students. The Tri-County Arts Consortium provides a 5-week summer program for students in grades 4 through 11, and is held on the campus of South Carolina State University. Other districts reported sharing the cost of hosting visiting artists.

Table 27 shows the descriptive statistics for the number of minutes per week and total weeks per year that gifted and talented services are provided to students by grade level. The median number of minutes per week varied by grade level, and met or exceeded program requirements, with the exception of artistic programs for grades 3 through 5. On average, the median number of minutes was greater for academic programs than for artistic programs. The 3rd through 5th grade artistic program had the lowest median number of minutes per week (175.0), whereas the academic program for grades 9 through 12 reported the highest median (450.0). The median number of weeks that gifted and talented services were provided was 36 for academic programs across grade levels. This was also the highest median number of weeks of service. The median number of weeks of service provided to artistically gifted students was lower than academic programs, and varied across grade levels. The lowest median number of weeks of service was provided to students in the artistic program for grades 3 through 5 (6.0).

Table 27

Descriptive Statistics of the Number of Minutes Per Week and Total Weeks Per Year That Gifted and Talented Services are Provided to Students by Grade Level

				Minutes Per Week	Weeks Per Year
Grade	Program	n^a	n^b	Median	Median
3 – 5	Academic	72	72	250.0	36.0
	Artistic	42	41	175.0	6.0
6 – 8	Academic	68	66	287.5	36.0
	Artistic	52	53	260.0	18.0
9 – 12	Academic	51	51	450.0	36.0
	Artistic	44	44	250.0	19.0

[a]The number of district coordinators reporting information on this item for the minutes per week.
[b]The number of district coordinators reporting information on this item for the total weeks.

Many of the gifted and talented coordinators serve in various roles within their district. Of the 82 coordinators responding to this item, there are 12 assistant superintendents, 76 gifted and talented directors/coordinators, 2 principals, and 10 teachers. Fifty-two respondents indicated that they serve additional roles and responsibilities in their district, with the number of additional roles/responsibilities ranging from 1 to 27. The majority of the respondents listed only one (46.2%) or two (26.9%) other roles/responsibilities. Please refer to Appendix H for a list of the roles, departments and programs in which the coordinators serve, in addition to their role as gifted and talented district coordinator.

Thirty-seven of seventy-five (49.3%) district coordinators reported directing all aspects of the gifted and talented program in their district. Forty-two coordinators reported that other district staff members have responsibilities for coordination or direction of the gifted and talented program. Of these, 28 (66.7%) of the districts reported having one additional staff member to assist with the gifted and talented responsibilities. Two additional staff members were reported by six (14.3%) districts, whereas seven (16.7%) districts reported three. Only one district (2.4%) reported having four additional staff members sharing in the gifted and talented responsibilities.

The district coordinators possess a variety of credentials. The frequency and percentage of the reported credentials are shown in Table 28. Seventy-nine of eighty (98.8%) district coordinators hold a South Carolina Teaching Certificate. About 41% hold a gifted and talented endorsement. Ten percent of the coordinators have an add-on gifted and talented certification.

Table 28

Frequency and Percent of Gifted and Talented District Program Coordinators' Credentials (*n*=80)

	SC Teaching Certificate		GT Endorsement		Add-on GT Certification	
Response	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	79	98.8	33	41.3	8	10.0
No	1	1.3	42	52.5	63	78.8

Teachers of Gifted and Talented Students

The fourth section of the questionnaire focused on teachers of gifted and talented students, including demographics, credentials, selection and training. Tables 29 through 32 present the reported demographic characteristics of teachers of gifted and talented students. The number of districts reporting information ranged from 10 to 77 for the different characteristics. According to the numbers provided by the district coordinators, there were 2,289 teachers of gifted and talented students. Across grade levels, there are more female (83.5%) teachers than males (16.5%). The highest number of male teachers was reported in grades 9 through 12. In terms of race/ethnicity, the majority (approximately 84%) of the teachers are White. Hispanic teachers represent the smallest racial/ethnic population (less than 1%).

A combined 1,659 (58.6%) teachers for all grade levels have a Masters degree. Teachers of the middle grades (6th through 8th) represent the largest portion of this group. There are 41.5% of the teachers with Bachelors degrees, and 4.4% are Educational Specialists. Only about 1% of the teachers have a Doctorate. In terms of certification, approximately 94% of the teachers of gifted students have a professional certificate. Another 4% have an initial certification, while the remaining 1% hold temporary, transitional, special subject, or critical need/PACE certification. A little more than half of the teachers have the gifted and talented endorsement, while about 8% have the add-on gifted and talented certification.

Table 29

Frequency and Percentage of the Gender and Race/Ethnicity of Teachers of Gifted and Talented Students by Grade Level

	Gender				Race/Ethnicity							
Grade	Female		Male		African American		Hispanic		White		Other	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
3 – 5	667	23.6	36	1.3	86	3.0	0	0.0	608	21.5	3	.11
6 – 8	1,100	38.9	183	6.5	208	7.4	7	.25	1,065	37.6	7	.25
9 – 12	595	21.0	248	8.8	103	3.6	11	.39	707	25.0	23	.81
All grades	2,362	83.5	467	16.5	397	14.0	18	.64	2,380	84.1	33	1.2
Total teachers = 2,829												

Table 30

Frequency and Percentage of Educational Levels of Teachers of Gifted and Talented Students by Grade Level

	Education							
	Bachelor's		Master's		Educational Specialist		Doctorate	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
3 – 5	269	9.5	409	14.5	31	1.1	*7*	.25
6 – 8	582	20.6	715	25.3	39	1.4	8	.28
9 – 12	324	11.5	535	18.9	54	1.9	15	.53
Total	1,175	41.5	1,659	58.6	124	4.4	30	1.1
Total teachers = 2,829								

Table 31

Frequency and Percentage of Certification Level of Teachers of Gifted and Talented Students by Grade Level

	Certification											
Grade	Initial Certificate		Professional Certificate		Temporary Certificate		Critical Need/PACE		Special Subject Certificate		Transitional Certificate	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
3 – 5	39	1.4	652	23.0	3	.11	0	0.0	3	.11	0	0.0
6 – 8	40	1.4	1,228	43.4	4	.14	4	.14	9	.32	0	0.0
9 – 12	44	1.6	784	27.7	0	0.0	5	.18	10	.35	3	.11
All grades	123	4.3	2,664	94.2	7	.32	9	.32	22	.78	3	.11
Total teachers = 2,829												

Table 32

Frequency and Percentage of Gifted and Talented Specialization of Teachers of Gifted and Talented Students by Grade Level

	Gifted and Talented Specialization			
	Gifted and Talented Endorsement		Gifted and Talented Certification	
	Frequency	%	Frequency	%
3 – 5	428	15.1	88	3.1
6 – 8	686	24.2	88	3.1
9 – 12	428	15.1	40	1.4
All grades	1,542	54.5	216	7.6
Total teachers = 2,829				

The districts reported using a variety of methods in the process of selecting teachers for their gifted and talented programs. The methods used in the selection process included teacher qualifications (45.1%), principal selection (36.6%), participation in the regular district hiring process (32.9%), teacher interest or request (14.6%), and Gifted and Talented Coordinator selection (8.5%). Another 6.1% of the districts indicated other methods involved in the teacher selection process.

The district coordinators were asked to provide information related to the professional development opportunities provided to teachers of gifted and talented students. The number of professional development activities provided by the districts since July 2004 ranged from one to 13. For the 73 reporting districts, the mean number of activities provided was approximately three. On average, about 35 teachers of gifted and talented students, and 60 other teachers attended the professional development opportunities provided. Not all of the professional development activities described were specific to gifted education.

Information was also provided about the professional development needs of the teachers of gifted and talented students. Table 33 shows a list of the various professional development needs reported by the district coordinators. A combined 85% of the reporting districts indicated that teachers need professional development in *curriculum and instruction* and *differentiated instruction*. This signifies a theme for future professional development opportunities. A small number of districts listed some O*ther* professional development needs including program management strategies, structure of the gifted classroom, and training on the new regulations. Some suggested that the teachers need more opportunities and resources for professional development. As stated by one district coordinator, “Funding- ability/resources to attend state sponsored activities-everything available is needed.”

Table 33

Frequency and Percentage of Professional Development Needs of Teachers Working in the Gifted and Talented Program (*n*=82)

Professional Development Need	*Frequency*	*Percent*
Curriculum and instruction	42	51.2
Differentiation of instruction	28	34.1
Needs of GT students	26	31.7
Endorsement coursework	10	12.2
Technology	9	11.0
Collaboration/Observation	9	11.0
Assessment/analysis	5	6.1
Special education students	4	4.9
Involving other teachers/parents in the program.	4	4.9
William and Mary	3	3.7
Recruitment/retention of minority students	2	2.4
Best Practices	2	2.4
Other	7	8.5

Note. The sum of the percentages exceeds 100%. District coordinators were asked to indicate multiple responses.

The district coordinators cited a wide array of support from the State Department of Education. The frequency and percentage of the means of support reported are displayed in Table 34. When asked to describe the support provided, the most frequently reported method of support (54.9%) was *Support and advice from SDE staff*. Regarding the support and advice received, some of the districts stated, "Outstanding support.", and "Prompt and expert answers to questions." Many of the remaining methods of support described by the district coordinators were in the form of meetings, workshops, and professional development. About 18% of the districts noted funding as a support. A few of districts stated that the State Department of Education provides direction for the gifted and talented programs, and a platform for working with gifted students.

Table 34

Frequency and Percentage of Gifted and Talented Program Support from the South Carolina Department of Education (*n*=82)

Support	Frequency	Percent
Support and advice/information from SDE staff	45	54.9
State meetings	34	41.5
Regional meetings	33	40.2
Workshops/Courses	20	24.4
Professional development	16	19.5
Funding	15	18.3
Technical assistance	11	13.4
GIFT software	6	7.3
Resources	3	3.7
Other	4	4.9

Note. The sum of the percentages exceeds 100%. District coordinators were asked to indicate multiple types of support.

Funding

District coordinators were asked to indicate which grade levels their district serves with *state* gifted and talented funds. Figure 3 displays the percentage of grade levels served by state gifted and talented funds. All grade levels (3 – 12) were reportedly served with state funds in at least 20% of the districts. Gifted and talented programs served by state funds were more frequently reported in the elementary and middle grades. Grades 3 through 5 were reportedly served by state funds in approximately 98% of the districts. The grade level served by the lowest number of districts was grade 12. This item did not reflect a distinction between academically and artistically gifted and talented programs.

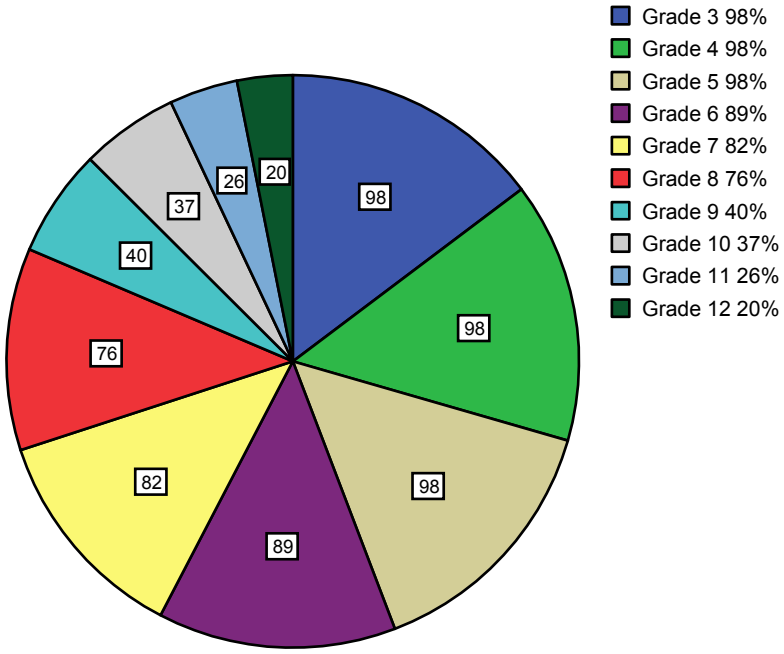

Figure 3. Percentage of Grade Levels Served by State Gifted and Talented Funds

Note. The sum of the percentages exceeds 100%. District program coordinators were asked to check all grade levels served with state gifted and talented funds.

Gifted and talented programs can be funded through a variety of sources. When asked for the amount of funds received from other sources, in addition to state, district, and Gifted and Talented Foundation funds, between July 1, 2003 and June 30, 2004, 22 of 24 coordinators reported dollar amounts. The remaining two districts reported the source, but did not indicate the amount of funds received from the additional sources. Approximately $963,242 from additional funding sources was reported, to fund academically gifted and talented programs. An additional $185,313 was reportedly used to fund artistically gifted and talented programs. The following are the additional funding sources used by the districts:

Academically Gifted and Talented

- Transfer from Gifted and Talented Artistic program
- Webb Craft Grant
- Community Foundation Grants
- Education Improvement Act (EIA) grants
- Staff Development
- Innovation funds
- K-5 School enhancement

- Ed Teach (E2T2) Grant
- Retraining Grant
- Gifted and Talented program fundraiser
- Gifted and Talented Fees
- Title V
- Title I
- Other State funds
- SC Arts Council
- Parent Group-Elementary

Artistically Gifted and Talented

- Student fees
- Arts in Education (AIE) grant
- Other grant funds
- After-school program and donations
- Parents
- Distinguished Arts Program (DAP) grant
- Tri-District Arts Consortium (student paid tuition)
- Consortium for the Arts
- Tuition
- Arts Partnership Grant
- SC Arts Council
- Pupil Activity funds

Sixty-five of eighty-one (80.2%) gifted and talented district program coordinators reported using funds from sources other than state gifted and talented appropriation to serve gifted and talented students. The funds from other sources for the gifted and talented program were used as follows:

- Salaries/benefits (72.3%)
- Supplies (50.8%)
- Professional development (15.4%)
- Travel/transportation (6.2%)
- Field trips (4.6%)
- Assessments/testing materials (1.5%)
- Technology (1.5%)
- Other (16.9%)

Only two district coordinators indicated that they utilized the flexibility guidelines to use state gifted and talented funds to fund another program during the 2004-2005 school year. Both of these districts transferred funds from their *artistically* gifted and talented program to the *academically* gifted and talented program. One of the district coordinators specified that the transferred money helped to pay a teacher's salary in the academic program.

Views of the District Coordinators

The final section of the questionnaire asked gifted and talented district coordinators to provide their views on the positive aspects of, challenges faced by, and changes needed to improve the gifted and talented program in their district. Table 35 shows the frequency and percentage of positive aspects of districts' gifted and talented programs. The most frequently indicated positive aspect of gifted and talented programs was the *Quality of the curriculum and instruction*. Coordinators described the curriculum and instruction as challenging, targeted, enriched, and accelerated. For example, one coordinator stated, "The students are given an opportunity for enrichment, research and independent learning that goes beyond the regular classroom." Another district coordinator said this about their gifted program, "The gifted and talented program provides students the opportunity to extend their learning into the synthesis of concepts that will help them in future courses and will help them compete nationally and internationally." The least frequently indicated positive aspect to gifted and talented programs were the *Availability of professional development* and *The district's artistic program*. Closer relationships with students, adherence to state guidelines, as well as accountability and support from the school system are some of the *other* positive aspects mentioned by a small number of districts.

Table 35

Frequency and Percentage of Positive Aspects of Gifted and Talented Programs (*n*=82)

Positive Aspects	*Frequency*	*Percent*
Quality of the curriculum and instruction (challenging, targeted, enriched, accelerated instruction)	40	48.8
The quality of the teachers (talented, committed, certified, endorsed, well-trained, dedicated)	37	45.1
Strong parent, student, community support (parental involvement, support, satisfaction)	20	24.4
Having high quality program structure (special class, acceleration, full-day program)	19	23.2
Identifying/serving more students/more diverse group of students	12	14.6
Opportunities for enrichment activities (enrichment, interaction with intellectual peers) (not curricular)	11	13.4
High quality students	6	7.3
Supportive administrative team from district/SDE (support, commitment, cooperation, extra funds provided)	5	6.1
Availability of professional development (professional development	2	2.4

opportunities, training)		
The district's artistic program.	2	2.4
Other	6	7.3

The frequency and percentage of challenges faced by gifted and talented programs are shown in Table 36. The most frequently cited challenge was *insufficient funding*. The coordinators suggested that their districts did not have enough funds, or needed more finances. A coordinator in one district stated, "Funding is an issue for both [academic and artistic] programs. Needs of identified students are neglected because of the inability to provide staffing for enough classes." Yet another district coordinator indicated that, "There is never enough money to serve all of the students who are identified on state criteria. The district subsidizes teacher salaries every year to keep the classes at the required student/teacher ratios. Teachers need more money for materials and technology if we expect them to offer advanced curriculum. Under-funded mandates negatively effect children and should be outlawed." The least frequently cited challenge was *The structure of the program.* The coordinators indicated that the pullout model led to students falling behind in the regular classroom, as well as extra work for students. As one district stated, "Pull-out days for elementary students put kids out-of-sink with what is going on in the classroom." A few districts listed some O*ther* challenges to their program, such as trying to blend differing philosophies, dealing with the stigma for those not identified as gifted and talented, and having teachers teach both gifted and regular classes.

Table 36

Frequency and Percentage of Challenges Faced by Gifted and Talented Programs (*n*=82)

Challenges	*Frequency*	*Percent*
Insufficient funding (not enough funds, need finances)	43	52.4
Recruitment and retention of teachers (staff turnover/changes, no interest in endorsement, teachers spread too thin)	21	25.6
Recruitment and retention of students (low enrollment, motivating students, recruiting minorities)	18	22.0
Meeting the needs of GT students (guidance, counseling, expectations)	17	20.7
Curriculum (inconsistent, alignment with state standards, need help with development)	16	19.5
Limited professional development (lack of time, limited access, and availability)	15	18.3
Inadequate resources (not enough time, space, materials)	15	18.3
Regulations (class size, identification procedures, implementation of regulations)	14	17.1
Public perceptions (lack of understanding, lack of support)	12	14.6
Coordinator responsibilities (lack of help, overwhelmed by duties, too many tasks)	4	4.9
Conflicts in scheduling.	4	4.9
Program Structure	3	3.7
Other	7	8.5

Table 37 shows the frequency and percentage of responses to changes needed to improve districts' gifted and talented programs. The most frequently given response to changes needed to improve districts' gifted and talented programs was *Increase funding*. The coordinators suggested that they need additional funds, or that the gifted and talented program be *fully* funded. The coordinator from one district stated, "We need to update materials, and technology within the classrooms in our program. We need to train teachers, rewrite the curriculum to align more closely to standard and provide acceleration and enrichment above and beyond grade level standards. We need for the program to be fully funded to meet these challenges." The least frequently given response was *Meet teacher needs,* as the coordinator suggested that teachers need additional planning time. Some of the *other* needed changes suggested by a few district coordinators include more norm-referenced and authentic assessment and testing, more effective communication, expansion of opportunities for gifted students in the regular classroom, and more technical assistance.

Table 37

Frequency and Percentage of Changes Needed to Improve Gifted and Talented Programs (*n*=82)

Needed Changes	*Frequency*	*Percent*
Increase funding (need additional funds, fully fund the program)	38	46.3
Provide more professional development opportunities/training (more professional development, workshops, training, staff development	24	29.3
Modify curriculum and instruction (change curriculum, have consistent curriculum, align with state standards)	20	24.4
Emphasize special services/needs of GT students (support, guidance, counseling, acceptance and understanding of student needs)	14	17.1
Change program regulations (more flexibility)	11	13.4
Have a full time GT coordinator position (full time focus on GT, adequate time to manage program	10	12.2
Add GT teachers (decrease turnover, recruit/train more teachers)	10	12.2
Expand program (add after school/summer programs, expand artistic programs, offer special academic programs	9	11.0
Change program model (revise delivery methods, differentiate instruction)	7	8.5
Ensure accountability (follow through, commitment, support, emphasize)	7	8.5
Provide public awareness program (stronger support and involvement, better PR)	5	6.1
Develop a strategic plan (need a plan)	5	6.1
Construct program evaluation (develop and conduct evaluation of the program)	5	6.1
Have adequate technology (upgrade/update technology resources)	4	4.9
Resolve scheduling conflicts	4	4.9
Meet teacher needs	1	1.2
Other	11	13.4

DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to provide a description of the operation of the gifted and talented program in South Carolina school districts. The study included the following major tasks:

- A review of program legislation and regulations for South Carolina's gifted and talented program;
- A review of gifted and talented programs in selected states for comparison with South Carolina's program;
- A review of student participation and financial data on the gifted and talented program; and
- Administration of questionnaires to coordinators of gifted and talented programs in all 85 school districts.

This section provides a discussion of the major findings of the study and makes recommendations for particular aspects of the gifted and talented program.

Instructional Services for Gifted Students

Students are identified for gifted programs in South Carolina with a variety of criteria including measures of aptitude, achievement, and performance. Students who score at specified levels on both aptitude and achievement tests are identified for the program. Students who score well on either the aptitude or the achievement tests must take a performance-based test (grades 1-5) or have their school grades evaluated (grades 6-12) to be further considered for placement in the gifted program. The addition of the performance-based measures in early 2000, under an agreement with the United States Office of Civil Rights, was intended to provide greater access to the gifted program for minority and low-income learners. As a result of the changes in identification procedures in the past few years, the current population of gifted students is more diverse in terms of their academic strengths than the students of the past. In addition, students with "dual exceptionalities" who are identified as gifted and also have an identified handicapping condition are part of the state's population of gifted students.

The diversity of the population of gifted students means that instructional services have to be adapted to the capacities of individual students. One type of program or one standard curriculum can not be used for all students across the state. District coordinators of gifted programs repeatedly mentioned that they needed additional assistance with curriculum and instruction when asked about needed changes in the program. More than three-quarters of the coordinators asked for help in the development of curriculum and in the differentiation of instruction for gifted students. Other directors mentioned the need for further work on aligning curriculum with state standards, and assistance with curriculum compaction and acceleration.

Districts receive basic curriculum guidance for their programs from training and materials provided by the State Department of Education. *The South Carolina Gifted Education Best Practices Manual* (State Department of Education, 2001) is a comprehensive guide to gifted program operation that includes sections addressing curriculum alignment with state standards, curriculum design, and scope and sequence. Districts rely on the information in the manual to operate their programs, but have professional development needs that require additional training and support. For example, acceleration should be part of every state program according to a proviso to the state budget, but only 4.5% of the district coordinators report using acceleration within grades as a program strategy for grades 6-8. For grades 9-12, acceleration was used as a program strategy by 2.7% of the districts. No district reported using this strategy for grades 3-5.

Recommendation: Additional professional training in curriculum development and instruction should be provided to teachers of gifted students to ensure that students' individual instructional needs are met.

Professional Preparation

According to state regulation, teachers of gifted students in South Carolina must have a gifted and talented endorsement in addition to their teaching certificate. Newly hired teachers have one year to earn the endorsement, and experienced teachers (such as those with a master's degree in gifted education) can have the requirement waived under certain circumstances. District coordinators provided information on the educational background and qualifications of the teachers in their districts. Almost 60% of the teachers have a master's degree and 94% of the teachers have a professional teaching certificate. Only 4% of the teachers have an initial teaching certificate and about 1% has other types of teaching certificates such as temporary, special subject, or PACE (alternative certification program). Slightly more than half of the teachers (54.5%) have a gifted and talented endorsement, and 7.6% have an add-on certification in gifted education. Considering both of these avenues of acquiring additional training in gifted education, approximately 62% of the teachers currently teaching gifted students have the required credentials. Similarly, although training in gifted education is not required for district directors, 51% of the current directors reported that they had either a gifted and talented endorsement or an add-on certification in gifted education.

Compared with other states examined for this study, South Carolina has fewer requirements for a gifted and talented endorsement. South Carolina teachers must take 6 hours of graduate coursework in specified areas of gifted education to earn their endorsement. Teachers in other states must take from 12 to 18 hours of additional graduate coursework to receive endorsement or add-on certification in gifted education. In addition, only three institutions

of higher education in South Carolina offer the needed coursework, and only one college in the state offers a program leading to a master's in gifted education.

District coordinators expressed concern about the limited availability of courses needed for endorsement and noted that it was difficult to motivate teachers to enroll in the required courses. Twenty-six percent of the coordinators stated that the recruitment and retention of qualified teachers as well as teacher turnover was a challenge faced by their district. When asked about needed program changes, one coordinator said that the district needed "Teachers committed to getting the GT endorsement. Right now a game is being played. Teachers are being changed each year to satisfy the endorsement clause. That is not the way to build a good program. We need continuity."

Recommendation: The requirements for the state's gifted and talented endorsement should be examined to ensure that teachers receive sufficient training to be successful instructors of students with diverse areas of giftedness.

Recommendation: The availability of required coursework for the gifted and talented teacher endorsement needs to be improved, possibly by providing incentives to institutions of higher education to provide the necessary graduate courses in gifted education. The possibility of providing incentives to teachers or district coordinators who earn a gifted and talented endorsement should be considered.

Program Services and Expenditures for the Education of Gifted and Talented Students

The current gifted education program in South Carolina owes its existence to the Education Improvement Act of 1984 (EIA). The EIA states: "…all gifted and talented students at the elementary and secondary levels must be provided programs during the regular school year or during summer school to develop their unique talents in the manner the State Board of Education shall specify… Monies appropriated for Gifted and Talented Programs under the Education Improvement Act of 1984 shall be allocated to the school districts of the state on the basis that the number of such students served in each district bears to the total of all such students in the state (Section 59-29-170). It is unclear from the findings of this study that all gifted and talented elementary and secondary students in the state are being provided services as envisioned in the EIA. Information provided by district coordinators indicates that about 80% of the districts provide gifted education services to students in grades 3-5, but fewer districts provide services to students in middle school and high school. Approximately 67% of the districts provide services to middle school students, and about 25% provide EIA-funded services to gifted high school students. Other programs such as Advanced Placement offer opportunities to students in high school, but these types of programs are not typically available to middle school students. In addition, approximately 16% of the districts do not appear to be providing services to artistically

gifted students as required by proviso to the state budget. Some of these districts moved their allocated EIA funds for artistic programs to other district programs as allowed by provisos to the state budget allowing funding flexibility. Approximately half of the district coordinators stated that additional funding was needed to provide the required services to gifted and talented students in their districts.

Districts also vary in the percentage of their student enrollment served by gifted programs and in per pupil expenditures for the programs. Districts served from 2.2% to 28.9% of their grade 3-12 students during the 2003-2004 school year. The average percentage of students served was 11.2% and the median was 10.7%. District expenditures, as recorded by district reporting to the State Department of Education, ranged from $22.03 to $3,336.80 per student. The average per student expenditure was $607.58 for 2003-2004. These district expenditure figures should be viewed with some caution, since expenditure data reported by district coordinators was not always consistent with data compiled by the Office of Finance in the Department of Education. In some cases, the difference in these two figures was substantial.

EIA funds made up 63% of the total district expenditures for the academic gifted program and 62% of the expenditures for artistically gifted students during 2003-2004. In 2001-2002, EIA funds accounted for 73% of the expenditures for the academic program and 69% for the artistic program. With increasing numbers of students and decreases in the EIA allocation since 2001-2002, districts have been using more funds from other sources such as the general fund and special revenue accounts. The majority of school districts were able to supplement their EIA funds with monies from the general fund or from special revenue accounts in 2003-2004, but 17 districts relied totally on EIA funds to support their program for gifted students. The variation in availability of supplemental funding from district to district may be contributing to some of the differences in program services observed in this study.

Recommendation: Studies should be conducted on the funding mechanisms that support the provision of services to gifted and talented students in the state to ensure that the EIA's requirement to provide programs to all elementary and secondary gifted and talented students is achieved. An analysis of the necessary level of funding to provide an adequate gifted and talented program should be part of these studies.

Recommendation: Clarification should be provided to the districts on whether program services still need to be delivered to students if the program funds are "flexed" or shifted to another district program as permitted under provisos to the state budget.

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Appendix A

Summary of Budget Provisos Relating to the Gifted and Talented Program from 2000-2005

Budget Year	Proviso	Summary
2000-2001	1A.6	▪ 10% of EIA appropriation targeted to artistically gifted students ▪ Artistically gifted students can be served in one or more of the following areas: dance, drama, music, and visual arts. ▪ No more than $850,000 of appropriated funds may be used to provide testing and teacher training. ▪ Each program shall include an accelerated component. ▪ Unspent funds may be carried forward to the next fiscal year.
	1A.7	▪ $402,250 of the EIA appropriation for gifted and talented should be used for the Commission on Higher Education for the eighth grade advisement program.
	1A.8	▪ $100,000 of the EIA appropriation must be provided to the Junior Academy of Science
2001-2002	1A.6 1A.7 1A.8	▪ Same provisos as detailed for 2000-2001.
2002-2003	1A.4 1A.5 1A.6	▪ Same provisos as detailed for 2000-2001.
2003-2004	1A.3 1A.4 1A.5	▪ Same provisos as detailed for 2000-2001. ▪ However, the following proviso (1A.4) was deleted: $402,250 of the EIA appropriation for gifted and talented should be used for the Commission on Higher Education for the eighth grade advisement program.
2004-2005	1A.1	▪ The EIA appropriation shall not be transferred or reduced and must be expended in accordance with the intent of the appropriation
	1A.2	▪ No more than $500,000 of the appropriated funds for Advanced Placement must be available for a flat rate class basis for AP classes with a student/teacher ratio < 10:1. ▪ Remaining AP funds must be distributed to school districts based on the 135 day count of AP students served. ▪ AP funds may defray testing costs of the IB program. ▪ High schools may receive funding for the costs associated with 9th and 10th grade students taking AP courses. ▪ Funds provided for AP may be carried forward into the current fiscal year to be expended for the same purpose.
	1A.3	▪ Same proviso as detailed for 2000-2001 (1A.6)
	1A.4	▪ Same proviso as detailed for 2001-2002 (1A.8)

Appendix B

Characteristics of the Gifted and Talented Program in Selected States

State	Identification and Selection Criteria
South Carolina	Identification is a multi-step process, which consists of: A) Screening and referral B) Assessment of eligibility C) Placement (not outlined here) A) Screening and Referral Districts shall screen all students by reviewing census aptitude and achievement test scores. Referrals from administrators, parents, teachers, and students must be accepted. Initial screening does not guarantee placement. All referrals and students with the potential for eligibility must continue into the assessment of eligibility phase. B) Assessment of eligibility: The following criteria organized by dimensions shall be used in assessing students for eligibility. a) Dimension A *Reasoning Abilities*: These students demonstrate high aptitude (90th national age percentile or above) in one or more of these areas: verbal, non-verbal, quantitative and/or a composite of the three. b) Dimension B *High Achievement (Reading/Mathematical Areas)*: These students demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or math as measured by nationally normed or South Carolina statewide assessment instruments. c) Dimension C *Intellectual/Academic Performance:* These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits, or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge and creative, productive thinking. Characteristics for this dimension are demonstrated according to the student's grade level: 1. Grades 1-5 -- Assessment of performance tasks (four points or higher on a five-point scale of performance criteria) 2. Higher grades -- Assessment of student's grade-point average, or GPA (3.5 on a 4.0 scale) Students who meet the criteria in two of the three dimensions are eligible for placement. Students who meet the 96th national age percentile composite or higher (placement grades 3-12, or the 98th national age percentile composite (placement grades 1-2) on an individual or group aptitude test, are eligible for placement. (SC Department of Education Website – Gifted and Talented Program http://www.myscschools.com/offices/cso/Gifted_Talented/gt.htm, 4/20/05)
Arkansas	A) The process for identifying students has several stages: 1) Nominations from various sources (must be representative of the

Appendix B

Characteristics of the Gifted and Talented Program in Selected States

State	Identification and Selection Criteria
	entire student population in terms of race, sex, and economic status) 2) Data are collected (on the nominated students) 3) Placement is made in an appropriate program option. B) A committee chaired by a trained specialist in gifted education and including administrators, teachers, and/or counselors collect and analyzes data, maintains appropriate records, and makes professional decisions on placement of students. C) Students are identified through a variety of procedures and from multiple independent sources. 1) Procedures for obtaining information about students include at least two objective assessment methods such as group and individual tests of ability, achievement, and creativity. 2) Procedures for obtaining information about students include at least two subjective assessment methods such as checklists, rating scales, biographical data, product evaluations, auditions, interviews, and grades. 3) Information about students is obtained from multiple sources, which may include teachers, counselors, parents, community members peers, and students' themselves. D) Student placement decisions are based on multiple criteria. No single criterion or cut-off score is used to include or exclude a student. E) Written identification and placement procedures include parental involvement. 1) Parents grant permission for individual testing. 2) Parents are informed of the criteria for placement. 3) Parents give permission for student participation 4) Parents may appeal a placement for which they disagree. F) Identification is an on-going process extending from school entry through grade twelve. 1) Opportunities for consideration for placement at any time. 2) Annual review of student's placement. 3) Written policies for exit from a program are developed and implemented. Records of placement decisions and data on all nominated students are kept on file for a minimum of five years or for as long as needed for educational decisions. (Arkansas Department of Education Website, http://arkedu.state.ar.us/rules/pdf/current_rules/rr_giftedtalented_99.pdf, 11/10/04)
Connecticut	1) Identification should be systematic and ongoing. 2) Identification needs to go beyond the traditional, narrow definition of ability and talent. 3) Identification instruments should match the district definition of giftedness.

Appendix B

Characteristics of the Gifted and Talented Program in Selected States

State	Identification and Selection Criteria
	4) The identification process should be based on the use of multiple criteria including, but not limited to: teacher recommendations, student work samples, a portfolio review, teacher checklists, a parent nomination, peer or self nomination, and/or standardized assessment scores. 5) Identification instruments need to be sensitive to underserved and culturally diverse populations. 6) Identification plans should be written and communicated to all parents in languages that reflect the demographics of the community. (Connecticut Department of Education Website, http://www.state.ct.us/sde/dtl/curriculum/gtdefran.html, 11/10/04) For more detailed identification procedures, refer to the heading "What does the Law Mean?" under the above site.
Florida	If the student meets either (A) or (B): A) The student demonstrates: 1) need for a special program 2) a majority of characteristics of gifted students according to a standard scale or checklist, and 3) superior intellectual development as measured by an intelligence quotient of 2 standard deviations or more above the mean on an individually administered standardized test of intelligence. B) The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students -see guidelines for defining under-represented groups -some information regarding re-admittance to G+T services for secondary school, but no exit criteria (FLA. ADMIN. CODE ANN. r. 6A-6.03019; Education Commission of the States, http://www.ecs.org/clearinghouse/52/28/5228.htm, 4/6/05) EP team determines that a GT student may no longer require gifted services beyond the general curriculum, the district then may dismiss the student or retain the student as eligible for gifted services. (Florida Department of Education Website, http://www.firn.edu/doe/bin00014/pdf/y2004-13.pdf) Detailed steps to development of Educational plans for Exceptional students who are Gifted (role of parents, identification, timeline, meetings, etc.) (Florida Department of Education Website, http://www.firn.edu/doe/rules/final6.pdf)

Appendix B

Characteristics of the Gifted and Talented Program in Selected States

State	Identification and Selection Criteria
Georgia	Nominations are normally made by classroom teachers, but anyone aware of the students intellectual functioning can submit a nomination. Students are automatically referred based on their score on a systemwide norm-referenced test. The local board of education must establish the score for automatic referral level. A student may qualify for gifted education services by meeting both criteria in Option A or three of the four criteria in option B (at least one of the four criteria must be met by a score on a nationally normed test) Option A: 1) Mental Ability: (K-2) 99th percentile on composite or full scale score of a standardized test of mental ability. (3 -12) ≥ 96th percentile on composite or full scale score of a standardized test of mental ability. 2) Achievement: (K-12) ≥ 90th percentile, by age or grade, on total reading, total math, or total battery score of a standardized achievement test OR a superior rating (numerical score of ≥90 on a scale of 1 -100) on a student-generated product or performance as evaluated by a panel of three or more qualified evaluators. Option B: 1) Mental Ability: ≥ 96th percentile, by age, on a composite or full scale score or appropriate component score of a standardized test of mental ability. 2) Achievement: ≥ 90th percentile on total reading, total math or total battery score of a standardized achievement test. OR superior rating (numerical score of ≥ 90 on a scale of 1 -100) on a student generated product or performance as evaluated by a panel of three or more qualified evaluators. 3) Creativity: ≥ 90th percentile on the total battery of a standardized test of creativity OR ≥90th percentile on a standardized creativity characteristics rating scale. OR superior rating (numerical score of ≥ 90 on a scale of 1 -100) on a structured observation/evaluations of creative products and/or performance as evaluated by a panel of three or more qualified evaluators. 4) Motivation: ≥90th percentile on a standardized characteristics rating scale (motivational) OR superior rating (numerical score of ≥ 90 on a scale of 1 -100) on a structured observation/evaluations of creative products and/or performance as evaluated by a panel of three or more qualified evaluators. OR grade point average of at least 3.5 on a 4.0 scale, using an average of grades over the previous two school years.≥ (Georgia Department of Education Website http://www.doe.k12.ga.us/curriculum/instruction/gifted.asp)
Massachusetts	Massachusetts is in the process of developing policies for gifted

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Characteristics of the Gifted and Talented Program in Selected States

State	Identification and Selection Criteria
	programming in the state. (D. Modest, personal communication, May 18, 2005)
New Jersey	Approved April 5, 2000: District boards of education shall make provisions for an ongoing identification process and appropriate educational challenges for Gifted and Talented students initiated in kindergarten and reviewed annually through grade 12. (New Jersey Association for Gifted Children Website, http://www.njagc.org/admin_school_law.html, 11/10/04) (Winter 1999) The identification process should reasonably identify 3% to 5% of the school population through multiple criteria: 1) Aptitude discovered through testing, special projects, teacher observation, student interest, and motivation, state or national standardized assessments; 2) Teacher recommendation; and 3) Self, peer, and/or parent nomination. (New Jersey Department of Education Website, http://www.state.nj.us/njded/frameworks/arts/chap5.pdf. 11/16/04) -No exit criteria information
North Carolina	Recommendation to AIG Program by educator, parent, or student using the following indicators: 1) Achievement 2) Aptitude 3) Scholastic Performance 4) Observation of Student 5) Student Interest/Motivation 6) Worksamples 7) Checklists Criteria: 1) IQ/Aptitude – A full scale/composite score of 97th percentile or above on a group or an individually administered (national norm) IQ test. 2) Aptitude and Achievement – The sum of the percentile scores for the battery scores on the nationally normed IQ/aptitude and achievement tests equal to or greater than 186. 3) Multiple criteria – The student's scores must meet the minimum standard on any two of the following criteria. a) 95th percentile on a nationally normed individual or group IQ/aptitude test, b) 95th percentile on a nationally normed individual or group achievement test.

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Characteristics of the Gifted and Talented Program in Selected States

State	Identification and Selection Criteria
	c) more than one year above grade level on the K-2 assessment (for rising third-graders) or 93rd percentile on current End-of-Grade reading and math tests (for rising fourth graders and up). (NC Department of Public Instruction Website, Governor's School of NC News, http://www.ncpublicschools.org/news/03-04/033004p.html; Governor's School of NC Nomination Packet, http://www.ncgovschool.org/nomination/; Orange County Schools Website, Curriculum and Instruction Services for Academically Gifted, http://www.orange.k12.nc.us/subpages/curriculum.htm; State Board of Education Website, Meeting Agenda July 2004, High Student Performance 5, Project Bright IDEA http://www.ncpublicschools.org/sbe_meetings/0407/0407_HSP.pdf,11/16/04)
Virginia	These students will be identified by professionally qualified persons through the use of multiple criteria as having potential or demonstrated abilities and who have evidence of high performance capabilities, which may include leadership, in one or more of the following areas: 1) Intellectual aptitude 2) Specific academic aptitude 3) Technical and practical arts aptitude 4) Visual or performing arts aptitude Eligibility of students for programs for the gifted shall be based on multiple criteria established by the school division, and designed to see out all populations. Multiple criteria include: 1) assessment of appropriate student products, performance and/or portfolio 2) Record of observation of in-classroom behavior 3) Appropriate rating scales, checklists, and/or questionnaires; 4) Individual interview 5) Individual or group aptitude tests 6) Individual or group achievement tests 7) Record of previous accomplishments (such as awards, honors, grades, etc.) Additional valid and reliable measures or procedures. (Virginia Department of Education Website, http://www.pen.k12.va.us/VDOE/Instruction/Gifted/gftpln.html, Not Working 4/27/05; http://www.pen.k12.va.us/VDOE/Instruction/Gifted/gifted.htm, 4/27/05)

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Characteristics of the Gifted and Talented Program in Selected States

State	Profile of students served by grade, gender, ethnicity, and geographical location
South Carolina	Number of gifted(03-04): 71,095 Race/ethnicity (03-04): White = 57.284 Black = 11,206 Other = 2,605 By Grade (02–03): Grade 3: 6,999 Grade 4: 10,259 Grade 5: 11,952 Grade 6: 10,283 Grade 7: 8,798 Grade 8: 8,594 Grade 9: 5,384 Grade 10: 4,206 Grade 11: 1,712 Grade 12: 1,167 Percent Gifted and Talented (03-04): African American: 15.76% White: 80.57% Other: 3.66 (Data provided by the Office of Research, South Carolina Department of Education)
Arkansas	Number of gifted (03-04): 46,710 (Arkansas Department of Education Website, 2003-2004 Statewide Information System Database. http://adedata.k12.ar.us:8080/FY03_04/State/State%20Profile.ADE) Percent Gifted and Talented (99-00): African – American: 15% Asian: 1% Latino: 2% Native American: < 0.5% White: 81% (Education Trust Website, EdWatch Online 2004 State Summary Reports http://www2.edtrust.org/edtrust/summaries2004/Arkansas.pdf)
Connecticut	Connecticut does not have a state-funded program for gifted students.
Florida	Number of gifted (03-04): 46,710 Number of gifted: 116,880 Percent Gifted and Talented:

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Characteristics of the Gifted and Talented Program in Selected States

State	Profile of students served by grade, gender, ethnicity, and geographical location
	White = 63.17% Black = 9.61% Hispanic = 19.52 % Asian/PI = 4.23 % Am Ind/AN = 0.31 % Multiracial = 3.16% (D. Smith, personal communication, May 16, 2005) Number of gifted (02-03): 111,624 (5%) Number of gifted (03-04): 115,002 (4%) Free/reduced lunch: 21% LEP (Limited English Proficient): 3% (Florida Department of Education Website, http://www.firn.edu/doe/bin00014/pdf/state.pdf, 11/15/04)
Georgia	Number of gifted (02–03): 104,673 Percent Gifted and Talented (02-03): White = 74.86% Black = 15.21% Asian = 5.55% Hispanic = 2.20% American Indian = 0.15% Multi-Racial = 2.03% (S. Krisel, personal communication, May 16, 2005)
Massachusetts	They do not identify or serve gifted students. (The Davidson Institute for Talent Development Website, http://www.geniusdenied.com/StatePolicyDetails.aspx?StateCode=125&NavID=6_1)
New Jersey	Number of gifted (99-00): 99,418 Percent Gifted and Talented: African American 8% GT Asian 9% Latino 8% GT Native American <.5% GT White 75% GT (The Education Trust- EdWatch Online 2004 State Summary Reports, http://www2.edtrust.org/edtrust/summaries2004/NewJersey.pdf)

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State	Profile of students served by grade, gender, ethnicity, and geographical location
North Carolina	Number of gifted(03-04): 146,341 Percent Gifted and Talented (03-04): African American = 10.45% Asian = 3.16% Latino = 1.82% Native American = 0.80 White = 83.78% (NC Department of Public Instruction, Exceptional Children Division, AIG, http://www.ncpublicschools.org/ec/data/childcount/april1/ethnicity)
Virginia	Number of gifted(02-03): 147,832 Percent Gifted and Talented (02 -03): White = 76.04% Black = 10.51% Hispanic = 3.22% Asian/PI =8.49% Am Ind/AN =0.23% (Virginia Department of Education Website, http://www.pen.k12.va.us/VDOE/Instruction/Gifted/GARcompositedata.pdf)

State	Program Models
South Carolina	GRADES — APPROVED PROGRAM MODELS 1-2 — Regular Classroom/Itinerant Teacher (1:10) Multi-Age Classroom Resource Room/Pull-out (1:15) 3-8 — Special School (1:20) Special Class (1:20) Resource Room/Pull-out (1:15) 9-12 — Special School (1:20) Special Class (1:20) Extension models, while encouraged to supplement service, may not be substituted for one of the Approved Program Model Choices. They include but are not limited to: After school/summer services, individual educational plans, grade/subject acceleration, independent study, cluster groups, mentorship/internship, seminars, exploratory courses.

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State	Program Models
	A school district may elect to serve students in any of the above Approved Program Models through a consortium agreement with other school districts. Other models developed by the school district must receive written approval annually by the State Department of Education. (SC Department of Education Website – Gifted and Talented Program http://www.myscschools.com/offices/cso/Gifted_Talented/gt.htm, 4/20/05)
Arkansas	Modification in Regular classroom 1) Cluster grouping 2) Consultant teacher 3) Course content 4) Whole group enrichment 5) Instruction through Technology Pull-out Programs 1) Resource room 2) Resource center Special Classes 1) Self-contained classroom 2) Honors, Advanced, Pre-advanced Placement classes 3) College Board Advanced Placement classes 4) International Baccalaureate 5) Special classes/seminars Special Schools 1) Special school 2) School-within-a school 3) Magnet school Extra-School Opportunities 1) Mentorship 2) Concurrent enrollment in high school and college (Arkansas Department of Education Website Gifted and Talented Rules and Regulations, http://arkedu.state.ar.us/rules/pdf/current_rules/rr_giftedtalented_99.pdf, 11/10/04; Advanced Placement Incentive Program http://arkedu.state.ar.us/rules/pdf/current_rules/056.pdf; Arkansas Governor's School, http://www.hendrix.edu/ags/brochure.htm, 11/10/04; Governor's School Site Selection, http://arkedu.state.ar.us/rules/pdf/current_rules/gov_school_site_selection.pdf, 11/10/04)
Connecticut	Connecticut school districts are not mandated to serve students identified as gifted. Instead, programming is permissive. Parents can ask for educational services that accommodate the educational needs of their children, but districts are not required to provide such special educational services. (Connecticut Department of Education Website,

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State	Program Models
	http://www.state.ct.us/sde/dtl/curriculum/gtdefran.html; 11/10/04; Connecticut Department of Education Website, http://www.state.ct.us/sde/dtl/curriculum/gtpqa.html, 11/10/04) Connecticut State Board of Education recommends that public schools should meet the needs of GT (through differentiation and accommodation); curricular and instructional modifications should occur in the regular classroom as part of a systematically integrated approach to meeting the needs of all students. In addition to the regular classroom, a range of placement settings should be available for specialized instruction. (Connecticut Association for the Gifted Website, http://www.ctgifted.org/policy/index.html, 11/10/04)
Florida	Educational plans are developed for all gifted students. Instructional methods used in (some) Challenge Grant courses: • Multi-sensory experiences • Simulation models • Individual instruction • Small and whole group learning • Independent study • Research and design • Computer research • Hands-on creation • Field work/field trips • Oral/written presentations • Internet use • Community resources (experts) • Lectures • Software instruction (PowerPoint, Word, Publisher) • Short story development • Self directed learning • Service learning • Students as mentors • Discovery learning • Goal setting Models: • Brain-compatible learning • Student and teacher center approach • EIC curriculum • Renzulli Enrichment Triad model • Gardner's multiple intelligence • Glasser's choice theory (Florida Deparment of Education Website, http://www.firn.edu/doe/bin00014/pdf/ese10665.pdf, 11/10/04)

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State	Program Models
	Service options as part of a general ed or gifted class (Feb 2004): • Differentiated curriculum • Curriculum compacting • Acceleration • Enrichment • May require services in social skills development, underachievement, perfectionism, or counseling. • May opt for the three year, 18 credit college prep program or career prep program, AP, or IB (Florida Department of Education Website, http://www.firn.edu/doe/bin00014/pdf/y2004-13.pdf, 11/10/04)
Georgia	Direct Services 1) Resource Class(K-12) 2) Advanced Content Class(6-12) AP, IB, Honors 3) Cluster grouping(K-12) Indirect Services 1) Collaborative Teaching(k-12) 2) Mentorship/Internship(9-12) Joint Enrollment/Postsecondary Options (Georgia DOE Resource Manual for Gifted Education Services, http://www.doe.k12.ga.us/_documents/curriculum/instruction/gifted_regulations.pdf; Georgia DOE Gifted Education Resources Delivery Models, http://www.doe.k12.ga.us/curriculum/instruction/gifted.asp, 4/28/05)
Massachusetts	Massachusetts does not fund a gifted program. Districts may choose to provide services.
New Jersey	• Acceleration • Grouping • Enrichment • Community involvement • Cultural diversity • Internships/mentorships • Independent study • Guest speakers • Exchange programs • Self-contained classes • Pullout programs • Multi-age classes • College course work • Seminars • Flexible pacing

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State	Program Models
	• Content acceleration • Advanced thinking processes • Resource centers • Compacting • Alternate learning activities • Cluster scheduling Frameworks written 1998-1999 (New Jersey Department of Education Website, http://www.state.nj.us/njded/frameworks/, 11/16/04)
North Carolina	Elementary Schools 1) Consultation 2) Pull out 3) Self-contained 4) Special projects 5) Independent Study Middle School 1) Advanced classes 2) Integrated Instructional Program High School 1) Honors classes 2) Honors Seminars 3) Advanced placement 4) Early graduation 5) Early admission 6) Dual Enrollment UNC-G Fast Forward, UNC-Chapel Hill, U-STARS, Jacob K. Javits (US Department of Education Website, http://www.ed.gov/programs/javits/grants2003.doc, 11/12/04) Gifted and Talented Development Center at Queens College, High Student Performance 5, Project Bright IDEA (North Carolina State Board of Education Website, Meeting Agenda July 2004, http://www.ncpublicschools.org/sbe_meetings/0407/0407_HSP.pdf; Charlotte Mecklenburg Schools Website, http://www.cms.k12.nc.us/programs/magnet/magnet.asp?PK_Category=11, 11/12/04; Orange County Schools Website, Curriculum and Instruction Services for Academically Gifted, http://www.orange.k12.nc.us/instruction/ag/ag.htm, 11/16/04; NC Department of Public Instruction Website, http://www.ncpublicschools.org/curriculum/downloads/operatingprocedures.pdf, 11/16/04 [Link not working 4/28/05] http://www.ncpublicschools.org/curriculum/, 4/28/05; NC Department of Public Instruction, Exceptional Children Division, AIG,

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State	Program Models
	http://www.ncpublicschools.org/ec/exceptionality/gifted/, 11/16/04)
Virginia	Service options: 1) special classes provided on a part-time basis 2) differentiation in the regular classroom 3) honors or advanced level courses 4) full-time classes (center or school based) 5) seminars and special workshops 6) mentorship 7) independent study 8) counseling sessions 9) access to secondary level specialized programs (ie Governor's school) (Virginia Department of Education Website, http://www.pen.k12.va.us/VDOE/Instruction/Gifted/gftpln.html)

State	Teacher Characteristics and Profile
South Carolina	A) Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the program. B) Each teacher of a state funded gifted and talented course or class shall have completed a training program approved by the State Department of Education (6 graduate hours). Exception 1: Newly assigned teachers will have one year to meet gifted and talented training requirements Exception 2: Teachers who have experience in gifted and talented courses/classes may have this requirement waived upon approval of credentials by the State Department of Education. C) Professional Development: Appropriate ongoing staff development activities shall be provided by the district. (South Carolina Department of Education Website, Gifted and Talented Program http://www.myscschools.com/offices/cso/Gifted_Talented/gt.htm, 4/20/05)
Arkansas	Minimum standards for an approved teacher of the gifted: 1) Certification 2) Pass appropriate state approved assessments 3) Meet standards for add-on endorsement in gifted education (18 graduate hours). Specific courses are not stipulated; however the following areas must be included:

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State	Teacher Characteristics and Profile
	a) Identification and programming for the gifted. b) Methods and materials for the gifted. c) Curriculum and development for the gifted d) Counseling and guidance of the gifted. e) Testing and evaluation f) Creativity g) Supervised practicum h) Independent study i) Seminar or special topics course in gifted education *The above requirements are the same for a gifted administrator or coordinator except it is recommended they have training in administration. (Arkansas Department of Education Website, http://arkedu.state.ar.us/rules/pdf/current_rules/rr_giftedtalented_99.pdf, 11/10/04; Arkansas Department of Education Website, Gifted and Talented Licensure Endorsement, http://arkedu.state.ar.us/teachers/pdf/gt_licensure031705.pdf, 11/10/04; University of Arkansas at Little Rock Website, Teacher Preparation, http://www.ualr.edu/giftedctr/, 11/10/04)
Connecticut	Race/Ethnicty: Have this info for all teachers (not specific to G+T) (Connecticut Department of Education Website, http://www.csde.state.ct.us/public/der/coe/coe_2001_02.pdf) Additional Teacher Requirements: None (National Council of State Directors of Programs for the Gifted, The 2001-2002 state of the States: Gifted and Talented Education Report)
Florida	Profile: Have data for exceptional education combined, not specified gifted. (Florida Department of Education Website, http://www.firn.edu/doe/eias/eiaspubs/pdf/ssdata02-03.pdf, 11/17/04 Not working 4/29/05, http://www.firn.edu/doe/eias/eiaspubs/profiles.htm) Additional Teacher Requirements (as of July 1, 1992): 1) BA or higher w/ certification in an academic class coverage, and 2) 15 semester hours in gifted education to include 3 semester hours in an area specified below: a) nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research; b) curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;

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State	Teacher Characteristics and Profile
	c) guidance and counseling of gifted students to include motivation, self-image, personal skills, and career options for gifted students; d) educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and e) theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration. (Florida Department of Education Website, http://www.fldoe.org/edcert/rules/6A-4-01791.asp, 11/11/04) Gifted endorsement- options for receiving are in the below document, question 14. (Florida Department of Education Website, http://www.firn.edu/bin00014/pdf/y2004-13.pdf, Not working 4/29/05)
Georgia	To be eligible for a gifted in-field endorsement teachers must: • hold a valid, professional Georgia teaching, service or leadership certificate • and complete a state-approved program in the endorsement field (12 graduate hours) and be recommended by the approved provider; • or hold or have held an out-of-state certificate in the endorsement field. (Georgia Professional Standards Commission 505-2-012 Endorsements, 505-2-107 Gifted In-Field Endorsement, http://www.gapsc.com/TeacherCertification/Documents/Rules.asp)
Massachusetts	A gifted program is under development in the state. In preparation for the program, new licensure rules will require teachers of gifted students to have an add-on certification that requires 12 hours of graduate credit in gifted education. (D. Modest, personal communication, May 18, 2005)
New Jersey	Additional Teacher Requirements: New Jersey requires that gifted and talented programs be aligned to the Core Curriculum Content Standards. Programs may be content specific or interdisciplinary. Teachers providing direct instruction in core academic content must satisfy the highly qualified requirement relevant to the grade levels they teach.

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State	Teacher Characteristics and Profile
	(New Jersey Association for Gifted Children Website, http://www.njagc.org/highly_qualified.html, 11/10/2004) A highly qualified teacher is one who (by 2003) *(by 2006)* 1) Holds at least a bachelor's degree from a regionally accredited institution of higher education; 2) Is fully certified (traditional or alternate route) with no waivers (i.e. no emergency certificates); and a) **Elementary:** Demonstrates content expertise by passing a state test of elementary content knowledge and teaching skills; *or .Accrues ten points on the NJ HOUSE Standard Matrix* b) **Middle/Secondary:** Demonstrates content expertise in **each** of the core academic subject(s) taught by: • passing a rigorous state test; or • completing an academic major, coursework equivalent to a major, or graduate degree; or • earning an advanced certification or credential (i.e., National Board Certification); *or* • *accruing ten points on the NJ HOUSE Standard Matrix* (New Jersey Department of Education Website, http://www.state.nj.us/njded/profdev/hqt/house.pdf, 11/18/04)
North Carolina	AIG add-on licensure requires 12 hours of study beyond licensure in an academic content area or grade level. (NC Department of Public Instruction, Exceptional Children Division, AIG, http://www.ncpublicschools.org/ec/exceptionality/gifted/; NC Board of Education Website, http://www.ncpublicschools.org/sbe_meetings/0405/0405_QP.pdf, 11/10/04)
Virginia	Add-on gifted licensure endorsement training and coursework (12 hours of coursework and a 3-hour practicum) should cover the following topics: 1) characteristics and identification of the gifted 2) teaching methods and models 3) curriculum differentiation 4) social-emotional needs of the gifted 5) program evaluation 6) parent/community involvement Number of Designated Gifted Education Teachers: Full Time: 5,413 Part Time: 32,034

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State	Teacher Characteristics and Profile
	(Virginia Department of Education Website, http://www.pen.k12.va.us/VDOE/Instruction/Gifted/gftplna.html#1Regs, Not working 5/4/05; Virginia Department of Education Website, http://www.pen.k12.va.us/VDOE/Instruction/Gifted/GARcompositedata.pdf, Not Working 5/3/05)

State	Funding
South Carolina	$26,056,345 for gifted students (2003-2004) (Office of Finance, South Carolina Department of Education)
Arkansas	Local school districts shall expend for gifted and talented programs from state and local revenues not less than the previous year's ADM participating in gifted and talented programs, up to five percent (5%) of the previous year's ADM, multiplied by fifteen hundredths *1* 5) times the Base Local Revenue Per Student. (Arkansas DOE http://arkedu.state.ar.us/rules/pdf/current_rules/042.pdf, 11/17/04; Jacob K. Javits Education Grant Program, http://www.ed.gov/programs/javits/grants2003.doc, 11/17/04)
Connecticut	No state funding is provided for gifted programs
Florida	Challenge Grant=$10,000 per awarded school (Florida Department of Education, http://info.fldoe.org/dscgi/ds.py/Get/File-1628/DPS_04-043rfp.pdf) -no additional information on funds allocated to gifted programs Districts spend a percentage of state-allocated special education funds on gifted programs. The specific percentage is determined by each district. (The Davidson Institute for Talent Development, http://www.geniusdenied.com/StatePolicyDetails.aspx?StateCode=113&NavID=6_1)
Georgia	FY 2004 - $155,000,000 spent for gifted education (S. Krisel, personal communication, May 16, 2005)
Massachusetts	None.

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State	Funding
New Jersey	No funds allocated for gifted education programming (2001-04). (The Davidson Institute for Talent Development, http://www.geniusdenied.com/StatePolicyDetails.aspx?StateCode=139&NavID=6_1)
North Carolina	2004-2005 Current State Funding level $926.57 per student for academically gifted (allocation is based 4% of each LEAs ADM.). Approximately $48,985,518 was allocated for gifted education in 2003-2004 based on a 4% ADM equal to 52,846. (NC Department of Public Instruction, Exceptional Children Division, AIG, http://www.ncpublicschools.org/ec/exceptionality/gifted/; NC Board of Education Website, http://www.ncpublicschools.org/sbe_meetings/0407/0407_EEO.pdf)
Virginia	VA provides each locality with an apportioned share of funds to support local program services. Funds received from the state shall be used to support only those services identified in the local plan. Further, localities are also required to match state funds with local funds based on the composite index (ability to pay) formula. Approximately $23,944,899 was allocated in 2003-2004 by the state. (Virginia Department of Education Website, http://www.pen.k12.va.us/VDOE/Instruction/Gifted/gftpln.html#5Design, Not Working 5/03/05) (B. McGonagill, personal communication, May 18, 2005)

Appendix C

South Carolina Gifted and Talented Disaggregated Student Counts by District and Year

District	Fiscal Year	Gender		Ethnicity			Lunch Status			Disabled Students	Total Students
		Female	Male	White	Af. Am.	Other	Free	Reduced	Paid		
Abbeville	2002	72	88	138	18	4	33	9	118	3	160
	2003	88	101	167	18	4	37	14	138	1	189
	2004	115	109	190	28	6	55	23	146	3	224
Aiken	2002	1,893	1,636	3,026	408	95	411	154	2,964	54	3,529
	2003	1,882	1,632	2,970	436	108	461	151	2,902	61	3,514
	2004	2,004	1,661	3,061	483	121	538	187	2,940	66	3,665
Allendale	2002	71	41	16	91	5	68	11	33	4	112
	2003	42	22	10	53	1	38	7	19	1	64
	2004	21	13	5	28	1	23	2	9	0	34
Anderson 1	2002	573	511	1,043	21	20	88	34	962	13	1,084
	2003	600	532	1,079	34	19	88	49	995	14	1,132
	2004	721	630	1,297	29	25	118	68	1,165	18	1,351
Anderson 2	2002	206	177	357	23	3	37	16	330	9	383
	2003	242	199	407	29	5	37	19	385	11	441
	2004	252	209	423	33	5	69	21	371	11	461
Anderson 3	2002	101	89	179	11	0	25	17	148	0	190
	2003	110	94	192	11	1	35	18	151	0	204
	2004	118	103	211	10	0	40	13	168	2	221
Anderson 4	2002	173	114	260	22	5	37	20	230	4	287
	2003	174	136	282	25	3	43	19	248	8	310
	2004	168	136	273	27	4	38	18	248	6	304
Anderson 5	2002	628	568	1,061	106	29	93	30	1,073	24	1,196
	2003	578	525	978	96	29	111	41	951	22	1,103
	2004	535	493	899	105	24	120	52	856	16	1,028
Bamberg 1	2002	62	40	70	30	2	22	7	73	4	102
	2003	52	52	73	29	2	15	8	81	3	104
	2004	52	46	67	29	2	18	6	74	1	98

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South Carolina Gifted and Talented Disaggregated Student Counts by District and Year

District	Fiscal Year	Gender		Ethnicity			Lunch Status			Disabled Students	Total Students
		Female	Male	White	Af. Am.	Other	Free	Reduced	Paid		
Bamberg 2	2002	8	10	0	18	0	11	3	4	0	18
	2003	30	18	0	48	0	32	6	10	0	48
	2004	31	21	0	52	0	38	5	9	0	52
Barnwell 19	2002	33	27	18	41	1	30	9	21	2	60
	2003	27	25	16	36	0	28	8	16	2	52
	2004	26	18	13	31	0	24	8	12	2	44
Barnwell 29	2002	36	50	62	24	0	26	7	53	6	86
	2003	43	52	64	30	1	31	7	57	6	95
	2004	41	46	57	30	0	28	10	49	6	87
Barnwell 45	2002	75	74	128	18	3	17	10	122	1	149
	2003	72	68	115	21	4	20	12	108	2	140
	2004	65	78	122	16	5	21	17	105	2	143
Beaufort	2002	947	817	1,278	409	77	324	114	1,326	43	1,764
	2003	1,102	899	1,474	437	90	346	148	1,507	41	2,001
	2004	1,247	1,002	1,625	502	122	397	161	1,691	41	2,249
Berkeley	2002	858	796	1,318	247	89	268	169	1,217	38	1,654
	2003	799	804	1,276	240	87	288	164	1,151	36	1,603
	2004	887	828	1,350	270	95	342	172	1,201	41	1,715
Calhoun	2002	51	25	39	36	1	21	10	45	1	76
	2003	59	36	45	46	4	39	14	42	1	95
	2004	61	28	38	46	5	38	10	41	0	89
Charleston	2002	2,127	1,948	3,281	627	167	386	145	3,544	134	4,075
	2003	2,706	2,558	4,153	874	237	580	217	4,467	151	5,264
	2004	3,087	2,915	4,645	1,064	293	744	247	5,011	170	6,002
Cherokee	2002	533	465	882	99	17	181	66	751	11	998
	2003	528	452	859	96	25	186	77	717	9	980
	2004	585	489	937	111	26	226	93	755	13	1,074

Appendix C

South Carolina Gifted and Talented Disaggregated Student Counts by District and Year

District	Fiscal Year	Gender		Ethnicity			Lunch Status			Disabled Students	Total Students
		Female	Male	White	Af. Am.	Other	Free	Reduced	Paid		
Chester	2002	92	88	151	27	2	24	4	152	3	180
	2003	112	103	177	37	1	40	5	170	4	215
	2004	161	144	241	61	3	61	14	230	4	305
Chesterfield	2002	281	213	423	68	3	92	34	368	7	494
	2003	306	222	441	78	9	114	35	379	7	528
	2004	278	215	402	83	8	120	26	347	3	493
Clarendon 1	2002	34	35	0	69	0	56	4	9	1	69
	2003	45	50	1	93	1	75	7	13	0	95
	2004	36	46	2	80	0	59	9	14	0	82
Clarendon 2	2002	71	43	70	44	0	19	4	91	0	114
	2003	128	75	127	74	2	51	17	135	0	203
	2004	135	87	135	85	2	72	20	130	1	222
Clarendon 3	2002	61	40	84	16	1	18	6	77	5	101
	2003	48	39	72	14	1	16	5	66	3	87
	2004	43	33	67	8	1	14	7	55	1	76
Colleton	2002	164	120	194	81	9	92	32	160	6	284
	2003	140	116	171	80	5	91	23	142	3	256
	2004	159	133	194	91	7	96	30	166	4	292
Darlington	2002	434	370	608	186	10	173	53	578	9	804
	2003	388	352	561	171	8	156	52	532	6	740
	2004	401	380	597	175	9	182	53	546	9	781
Dillon 1	2002	21	5	20	6	0	5	1	20	0	26
	2003	19	8	22	5	0	6	1	20	0	27
	2004	18	17	27	8	0	10	3	22	0	35
Dillon 2	2002	63	70	80	49	4	40	18	75	0	133
	2003	63	69	75	55	2	45	17	70	0	132
	2004	51	64	63	48	4	56	14	45	3	115

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South Carolina Gifted and Talented Disaggregated Student Counts by District and Year

District	Fiscal Year	Gender		Ethnicity			Lunch Status			Disabled Students	Total Students
		Female	Male	White	Af. Am.	Other	Free	Reduced	Paid		
Dillon 3	2002	53	39	79	13	0	18	8	66	2	92
	2003	62	53	96	18	1	27	8	80	5	115
	2004	65	59	107	16	1	29	10	85	3	124
Dorchester 2	2002	970	946	1,661	208	47	155	88	1,673	28	1,916
	2003	1,020	983	1,738	217	48	162	95	1,746	33	2,003
	2004	1,010	965	1,707	205	63	181	96	1,698	33	1,975
Dorchester 4	2002	58	51	43	60	6	44	22	43	1	109
	2003	49	49	41	51	6	47	17	34	2	98
	2004	65	49	51	56	7	49	27	38	2	114
Edgefield	2002	136	134	214	52	4	41	20	209	2	270
	2003	163	163	248	69	9	69	24	233	5	326
	2004	175	154	255	67	7	63	27	239	2	329
Fairfield	2002	168	109	72	198	7	148	31	98	4	277
	2003	175	127	79	219	4	142	48	112	6	302
	2004	260	145	85	312	8	209	56	140	9	405
Florence 1	2002	344	324	536	98	34	70	36	562	18	668
	2003	381	366	591	124	32	102	38	607	16	747
	2004	391	388	639	111	29	76	41	662	18	779
Florence 2	2002	40	33	57	16	0	18	3	52	0	73
	2003	43	30	59	14	0	14	4	55	0	73
	2004	36	24	49	11	0	8	10	42	1	60
Florence 3	2002	193	190	255	126	2	125	26	232	3	383
	2003	180	180	225	130	5	127	25	208	6	360
	2004	217	173	222	165	3	158	29	203	7	390
Florence 4	2002	30	12	6	34	2	16	8	18	0	42
	2003	29	16	6	38	1	25	3	17	1	45
	2004	29	19	7	39	2	32	4	12	2	48

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South Carolina Gifted and Talented Disaggregated Student Counts by District and Year

District	Fiscal Year	Gender		Ethnicity			Lunch Status			Disabled Students	Total Students
		Female	Male	White	Af. Am.	Other	Free	Reduced	Paid		
Florence 5	2002	103	68	159	12	0	22	4	145	1	171
	2003	101	65	156	10	0	21	6	139	1	166
	2004	116	79	182	12	1	23	10	162	2	195
Georgetown	2002	411	382	607	179	7	165	64	564	26	793
	2003	366	347	519	182	12	187	59	467	9	713
	2004	490	421	693	199	19	248	55	608	22	911
Greenville	2002	3,933	3,604	6,729	530	278	490	272	6,775	244	7,537
	2003	3,969	3,688	6,766	568	323	669	303	6,685	268	7,657
	2004	3,943	3,662	6,669	580	356	652	336	6,617	229	7,605
Greenwood 50	2002	446	475	774	114	33	93	40	788	22	921
	2003	462	461	773	118	32	107	40	776	21	923
	2004	452	454	760	111	35	112	35	759	25	906
Greenwood 51	2002	50	35	77	8	0	10	7	68	1	85
	2003	59	41	91	9	0	12	6	82	1	100
	2004	65	47	102	10	0	12	12	88	1	112
Greenwood 52	2002	55	48	94	9	0	6	7	90	1	103
	2003	54	56	97	11	2	7	10	93	0	110
	2004	68	82	136	12	2	20	15	115	2	150
Hampton 1	2002	38	39	62	15	0	12	5	60	0	77
	2003	55	50	79	25	1	19	9	77	0	105
	2004	53	51	85	18	1	12	14	78	0	104
Hampton 2	2002	10	7	0	17	0	4	4	9	0	17
	2003	9	8	0	17	0	13	3	1	0	17
	2004	20	12	0	30	2	19	4	9	1	32
Horry	2002	1,701	1,563	2,983	179	102	479	230	2,555	66	3,264
	2003	1,963	1,761	3,352	232	140	708	220	2,796	86	3,724
	2004	2,200	1,922	3,706	254	162	894	234	2,994	91	4,122

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South Carolina Gifted and Talented Disaggregated Student Counts by District and Year

District	Fiscal Year	Gender		Ethnicity			Lunch Status			Disabled Students	Total Students
		Female	Male	White	Af. Am.	Other	Free	Reduced	Paid		
Jasper	2002	44	43	16	67	4	42	13	32	1	87
	2003	42	39	13	65	3	41	8	32	1	81
	2004	35	39	13	57	4	44	13	17	1	74
Kershaw	2002	807	674	1,235	221	25	227	71	1,183	19	1,481
	2003	753	641	1,188	183	23	196	81	1,117	20	1,394
	2004	857	685	1,289	222	31	248	101	1,193	30	1,542
Lancaster	2002	432	391	715	102	6	96	45	682	20	823
	2003	426	377	695	96	12	102	42	659	13	803
	2004	435	378	697	101	15	123	46	644	10	813
Laurens 55	2002	181	152	287	45	1	42	16	275	3	333
	2003	135	134	228	36	5	51	23	195	4	269
	2004	123	115	208	27	3	51	16	171	2	238
Laurens 56	2002	109	101	187	22	1	34	26	150	4	210
	2003	126	113	203	30	6	49	18	172	6	239
	2004	149	139	237	43	8	65	22	201	5	288
Lee	2002	19	13	6	24	2	26	1	5	1	32
	2003	35	28	6	54	3	30	2	31	3	63
	2004	37	22	5	52	2	31	4	24	0	59
Lexington 1	2002	1,262	1,131	2,278	48	67	151	112	2,130	74	2,393
	2003	1,201	1,026	2,120	48	59	133	100	1,994	86	2,227
	2004	1,539	1,332	2,725	60	86	185	102	2,584	73	2,871
Lexington 2	2002	654	626	1,102	129	49	160	82	1,038	42	1,280
	2003	653	583	1,045	147	44	177	70	989	35	1,236
	2004	656	592	1,053	142	53	186	71	991	31	1,248
Lexington 3	2002	134	134	233	29	6	31	11	226	3	268
	2003	157	150	260	41	6	41	21	245	4	307
	2004	178	159	280	50	7	47	25	265	6	337

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South Carolina Gifted and Talented Disaggregated Student Counts by District and Year

District	Fiscal Year	Gender		Ethnicity			Lunch Status			Disabled Students	Total Students
		Female	Male	White	Af. Am.	Other	Free	Reduced	Paid		
Lexington 4	2002	91	68	150	7	2	37	21	101	4	159
	2003	94	71	153	11	1	53	20	92	4	165
	2004	108	70	162	11	5	64	21	93	5	178
Lexington 5	2002	1,400	1,285	2,406	179	100	64	38	2,583	75	2,685
	2003	1,312	1,258	2,264	212	94	96	57	2,417	85	2,570
	2004	1,479	1,432	2,559	239	113	106	66	2,739	100	2,911
McCormick	2002	28	22	16	33	1	20	6	24	1	50
	2003	31	20	15	35	1	19	5	27	1	51
	2004	22	22	13	30	1	19	8	17	0	44
Marion 1	2002	93	105	137	56	5	51	14	133	12	198
	2003	98	106	137	62	5	57	12	135	7	204
	2004	108	103	133	73	5	66	11	134	9	211
Marion 2	2002	58	39	58	39	0	28	9	60	1	97
	2003	58	42	55	45	0	31	9	60	1	100
	2004	50	35	48	36	1	26	13	46	0	85
Marion 7	2002	16	16	6	26	0	24	4	4	0	32
	2003	21	18	8	31	0	30	5	4	0	39
	2004	20	15	7	27	1	28	3	4	0	35
Marlboro	2002	95	70	93	68	4	65	31	69	3	165
	2003	143	124	154	107	6	88	40	139	2	267
	2004	156	125	154	119	8	106	47	128	2	281
Newberry	2002	225	231	377	69	10	54	33	369	5	456
	2003	242	244	394	77	15	81	40	365	10	486
	2004	300	288	478	89	21	97	44	447	8	588
Oconee	2002	488	384	830	28	14	102	56	714	9	872
	2003	574	417	929	34	28	129	80	782	21	991
	2004	567	503	998	40	32	152	80	838	19	1,070

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South Carolina Gifted and Talented Disaggregated Student Counts by District and Year

District	Fiscal Year	Gender		Ethnicity			Lunch Status			Disabled Students	Total Students
		Female	Male	White	Af. Am.	Other	Free	Reduced	Paid		
Orangeburg 3	2002	109	61	29	140	1	104	18	48	2	170
	2003	113	57	24	146	0	118	14	38	1	170
	2004	110	60	25	145	0	109	28	33	1	170
Orangeburg 4	2002	135	104	191	47	1	51	24	164	3	239
	2003	114	102	177	38	1	41	22	153	1	216
	2004	125	100	181	42	2	46	25	154	0	225
Orangeburg 5	2002	122	87	43	152	14	83	24	102	2	209
	2003	156	100	42	193	21	99	30	127	1	256
	2004	76	48	25	91	8	49	10	65	1	124
Pickens	2002	876	704	1,496	34	50	124	48	1,408	15	1,580
	2003	965	788	1,664	35	54	142	65	1,546	15	1,753
	2004	942	825	1,661	39	67	173	72	1,522	24	1,767
Richland 1	2002	1,585	1,264	1,572	1,210	67	500	171	2,178	34	2,849
	2003	1,528	1,254	1,378	1,320	84	630	182	1,970	39	2,782
	2004	1,632	1,330	1,480	1,392	90	697	122	2,143	42	2,962
Richland 2	2002	1,698	1,446	2,109	838	197	197	152	2,795	64	3,144
	2003	1,655	1,469	2,067	837	220	239	131	2,754	62	3,124
	2004	1,452	1,255	1,705	812	190	263	127	2,317	50	2,707
Saluda	2002	78	81	144	14	1	23	10	126	3	159
	2003	87	99	162	21	3	28	10	148	2	186
	2004	87	90	155	19	3	30	4	143	3	177
Spartanburg 1	2002	169	193	340	19	3	50	28	284	14	362
	2003	244	249	459	27	7	70	43	380	21	493
	2004	321	315	593	28	15	92	52	492	16	636
Spartanburg 2	2002	362	307	625	28	16	61	27	581	8	669
	2003	375	315	643	29	18	62	33	595	4	690
	2004	295	282	537	25	15	58	38	481	7	577

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South Carolina Gifted and Talented Disaggregated Student Counts by District and Year

District	Fiscal Year	Gender		Ethnicity			Lunch Status			Disabled Students	Total Students
		Female	Male	White	Af. Am.	Other	Free	Reduced	Paid		
Spartanburg 3	2002	149	121	243	23	4	47	18	205	8	270
	2003	165	139	278	22	4	45	23	236	7	304
	2004	173	159	301	27	4	64	23	245	11	332
Spartanburg 4	2002	64	56	109	9	2	13	11	96	1	120
	2003	81	64	128	15	2	17	12	116	4	145
	2004	76	63	117	19	3	18	12	109	1	139
Spartanburg 5	2002	289	294	537	29	17	49	32	502	18	583
	2003	256	288	499	29	16	48	25	471	19	544
	2004	319	337	584	53	19	82	31	543	19	656
Spartanburg 6	2002	507	475	868	73	41	87	37	858	23	982
	2003	537	470	880	75	52	101	43	863	25	1,007
	2004	503	476	812	97	70	124	44	811	25	979
Spartanburg 7	2002	677	664	968	321	52	239	81	1,021	34	1,341
	2003	682	663	943	349	53	267	70	1,008	22	1,345
	2004	645	608	883	309	61	258	63	932	17	1,253
Sumter 2	2002	361	278	379	237	23	163	105	371	19	639
	2003	310	260	341	210	19	158	102	310	17	570
	2004	339	279	363	233	22	187	104	327	15	618
Sumter 17	2002	361	335	483	186	27	110	51	535	5	696
	2003	377	315	471	193	28	123	52	517	8	692
	2004	471	392	559	270	34	166	68	629	11	863
Union	2002	231	186	366	45	6	77	40	300	9	417
	2003	254	211	398	60	7	92	29	344	12	465
	2004	275	212	419	60	8	93	40	354	14	487
Williamsburg	2002	104	92	27	169	0	116	12	68	5	196
	2003	116	101	33	182	2	131	22	64	5	217
	2004	112	96	26	179	3	136	26	46	4	208

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South Carolina Gifted and Talented Disaggregated Student Counts by District and Year

District	Fiscal Year	Gender		Ethnicity			Lunch Status			Disabled Students	Total Students
		Female	Male	White	Af. Am.	Other	Free	Reduced	Paid		
York 1	2002	185	162	320	19	8	45	26	276	3	347
	2003	213	198	379	22	10	56	30	325	4	411
	2004	211	194	369	24	12	76	34	295	4	405
York 2	2002	270	287	522	21	14	38	15	504	7	557
	2003	265	289	523	17	14	32	17	505	7	554
	2004	331	315	604	21	21	54	23	569	6	646
York 3	2002	554	559	986	96	31	55	27	1,031	21	1,113
	2003	579	586	1,008	111	46	67	35	1,063	18	1,165
	2004	646	630	1,085	134	57	91	56	1,129	22	1,276
York 4	2002	563	578	1,088	22	31	20	12	1,109	36	1,141
	2003	625	648	1,212	25	36	25	12	1,236	41	1,273
	2004	698	714	1,345	28	39	30	12	1,370	50	1,412
*** STATE ***	2002	33,992	30,338	52,771	9,587	1,972	8,019	3,420	52,891	1,412	64,330
	2003	35,321	31,740	54,300	10,488	2,273	9,463	3,694	53,904	1,491	67,061
	2004	37,611	33,484	57,284	11,206	2,605	10,884	4,011	56,200	1,517	71,095

Appendix D

Academic Gifted and Talented 2003-2004 Enrollment as Percentage of District Enrollment for Grades 3-12

District	2003-2004 Grades 3-12 Enrollment [a]	Academic Gifted and Talented Enrollment [b]	Percentage of Total Grades 3-12 Enrollment
Abbeville	2,801	224	8.0
Aiken	18,760	3,665	19.5
Allendale	1,312	34	2.69
Anderson 1	6,095	1,351	22.2
Anderson 2	2,727	461	16.9
Anderson 3	1,977	221	11.2
Anderson 4	2,073	304	14.7
Anderson 5	8,725	1,028	11.8
Bamberg 1	1,268	98	7.7
Bamberg 2	795	52	6.5
Barnwell 19	711	44	6.2
Barnwell 29	748	87	11.6
Barnwell 45	2,098	143	6.8
Beaufort	13,352	2,249	16.8
Berkeley	20,593	1,715	8.3
Calhoun	1,409	89	6.3
Charleston	32,413	6,002	18.5
Cherokee	6,811	1,074	15.8
Chester	4,724	305	6.5
Chesterfield	6,132	493	8.0
Clarendon 1	922	82	8.9
Clarendon 2	2,611	222	8.5
Clarendon 3	990	76	7.7
Colleton	4,897	292	6.0
Darlington	8,809	781	8.9
Dillon 1	700	35	5.0
Dillon 2	2,720	115	4.2

Appendix D

Academic Gifted and Talented 2003-2004 Enrollment as Percentage of District Enrollment for Grades 3-12

District	2003-2004 Grades 3-12 Enrollment [a]	Academic Gifted and Talented Enrollment [b]	Percentage of Total Grades 3-12 Enrollment
Dillon 3	1,171	124	10.6
Dorchester 2	13,798	1,975	14.3
Dorchester 4	1,850	114	6.2
Edgefield	3,554	329	9.3
Fairfield	2,721	405	14.9
Florence 1	11,130	779	7.0
Florence 2	845	60	7.1
Florence 3	2,986	390	13.1
Florence 4	821	48	5.8
Florence 5	1,145	195	17.0
Georgetown	7,812	911	11.7
Greenville	47,387	7,605	16.0
Greenwood 50	6,996	906	13.0
Greenwood 51	935	112	12.0
Greenwood 52	1,280	150	11.7
Hampton 1	2,042	104	5.1
Hampton 2	1,094	32	2.9
Horry	23,425	4,122	17.6
Jasper	2,244	74	3.3
Kershaw	7,570	1,542	20.4
Lancaster	8,470	813	9.6
Laurens 55	4,192	238	5.7
Laurens 56	2,583	288	11.1
Lee	2,101	59	2.8
Lexington 1	14,033	2,871	20.5
Lexington 2	6,684	1,248	18.7
Lexington 3	1,689	337	18.2

Appendix D

Academic Gifted and Talented 2003-2004 Enrollment as Percentage of District Enrollment for Grades 3-12

District	2003-2004 Grades 3-12 Enrollment [a]	Academic Gifted and Talented Enrollment [b]	Percentage of Total Grades 3-12 Enrollment
Lexington 4	2,543	178	7.0
Lexington/Richland 5	12,097	2,911	24.1
McCormick	769	44	5.7
Marion 1	2,394	211	8.8
Marion 2	1,594	85	5.3
Marion 7	723	35	4.8
Marlboro	3,761	281	7.5
Newberry	4,317	588	13.6
Oconee	7,898	1070	13.5
Orangeburg 3	2,717	170	6.3
Orangeburg 4	3,239	225	6.9
Orangeburg 5	5,589	124	2.2
Pickens	12,149	1,767	14.5
Richland 1	19,483	2,962	15.2
Richland 2	14,872	2,707	18.2
Saluda	1,597	177	11.1
Spartanburg 1	3,398	636	18.7
Spartanburg 2	6,485	577	8.9
Spartanburg 3	2,326	332	14.3
Spartanburg 4	2,209	139	6.3
Spartanburg 5	4,656	656	14.1
Spartanburg 6	7,338	979	13.3
Spartanburg 7	6,458	1,253	19.4
Sumter 2	6,967	618	8.9
Sumter 17	6,669	863	12.9
Union	3,689	487	13.2
Williamsburg	4,506	208	4.6

Appendix D

Academic Gifted and Talented 2003-2004 Enrollment as Percentage of District Enrollment for Grades 3-12

District	2003-2004 Grades 3-12 Enrollment [a]	Academic Gifted and Talented Enrollment [b]	Percentage of Total Grades 3-12 Enrollment
York 1	3,769	405	10.7
York 2	3,922	646	16.5
York 3	12,065	1,276	10.6
York 4	4,893	1,412	28.9
State Total	512,823	71,095	13.9

[a] 2003-2004 Enrollment data obtained from SDE document FY'04 135 Day Student Data/District (http://www.myscschools.com/officesfinance/FY04135D.txt)

[b] 2003-2004 Academic Gifted and Talented Enrollment data obtained from SDE Office of Research Gifted and Talented Disaggregated Counts for FY04

Appendix E

South Carolina Gifted and Talented Funding Allocations and Expenditures by Year and District

District	Fiscal Year	Academic		Artistic	
		Allocation	Expenditures	Allocation	Expenditures
Abbeville	2002	$ 55,285	$ 147,010	$ 18,093	$ 18,093
	2003	$ 75,158	$ 73,223	$ 16,488	$ -
	2004	$ 82,967	$ 28,496	$ 16,491	$ -
Aiken	2002	$ 1,394,145	$ 1,320,896	$ 115,167	$ -
	2003	$ 1,354,038	$ 1,462,915	$ 108,760	$ -
	2004	$ 1,339,168	$ 1,214,157	$ 108,204	$ -
Allendale	2002	$ 43,486	$ 33,055	$ 8,549	$ 8,295
	2003	$ 40,164	$ 49,616	$ 8,043	$ 5,314
	2004	$ 24,890	$ 749	$ 7,782	$ -
Anderson 1	2002	$ 442,842	$ 418,549	$ 34,751	$ 28,319
	2003	$ 432,656	$ 432,167	$ 33,599	$ -
	2004	$ 438,218	$ 421,150	$ 34,453	$ 30,144
Anderson 2	2002	$ 158,284	$ 169,820	$ 16,392	$ 16,392
	2003	$ 156,679	$ 168,513	$ 15,761	$ 13,406
	2004	$ 169,706	$ 176,255	$ 15,666	$ 18,027
Anderson 3	2002	$ 75,514	$ 29,537	$ 12,062	$ -
	2003	$ 76,351	$ 93,404	$ 11,460	$ -
	2004	$ 71,654	$ 85,358	$ 11,430	$ -
Anderson 4	2002	$ 110,871	$ 111,329	$ 11,908	$ -
	2003	$ 115,719	$ 126,795	$ 11,656	$ -
	2004	$ 116,909	$ 112,506	$ 11,696	$ -
Anderson 5	2002	$ 467,480	$ 552,765	$ 52,035	$ 52,235
	2003	$ 481,966	$ 753,933	$ 49,274	$ 6,403
	2004	$ 432,939	$ 434,939	$ 49,298	$ 49,298
Bamberg 1	2002	$ 42,483	$ 42,644	$ 8,403	$ 8,688
	2003	$ 40,562	$ 41,862	$ 7,588	$ 7,003
	2004	$ 39,975	$ 40,175	$ 7,401	$ 5,757
Bamberg 2	2002	$ 24,678	$ 24,900	$ 5,147	$ -
	2003	$ 19,883	$ 49,527	$ 4,672	$ -
	2004	$ 18,102	$ 18,102	$ 4,615	$ -
Barnwell 19	2002	$ 27,232	$ 27,283	$ 5,044	$ 3,540
	2003	$ 25,053	$ 29,206	$ 4,583	$ -
	2004	$ 20,364	$ 21,893	$ 4,204	$ -
Barnwell 29	2002	$ 46,139	$ 35,325	$ 4,671	$ 4,380
	2003	$ 34,597	$ 35,106	$ 4,343	$ 3,023
	2004	$ 36,204	$ 30,503	$ 4,248	$ 3,905
Barnwell 45	2002	$ 70,474	$ 71,141	$ 12,960	$ 12,960
	2003	$ 59,649	$ 62,019	$ 11,999	$ 12,000
	2004	$ 52,797	$ 5,297	$ 12,157	$ 12,157
Beaufort	2002	$ 849,334	$ 608,748	$ 76,867	$ 77,051
	2003	$ 829,125	$ 697,537	$ 74,268	$ 70,601
	2004	$ 755,003	$ 730,789	$ 75,972	$ 69,970
Berkeley	2002	$ 670,861	$ 635,102	$ 125,721	$ 55,044
	2003	$ 675,627	$ 696,388	$ 118,536	$ 27,426

Appendix E

South Carolina Gifted and Talented Funding Allocations and Expenditures by Year and District

		Academic		Artistic	
District	**Fiscal Year**	**Allocation**	**Expenditures**	**Allocation**	**Expenditures**
	2004	$ 618,107	$ 625,295	$ 118,796	$ 64,978
Calhoun	2002	$ 24,580	$ 30,964	$ 9,420	$ 8,353
	2003	$ 30,620	$ 35,430	$ 8,664	$ 4,533
	2004	$ 35,450	$ 35,450	$ 8,353	$ 6,542
Charleston	2002	$ 1,728,916	$ 1,570,271	$ 199,613	$ 438,447
	2003	$ 1,557,641	$ 1,591,905	$ 189,319	$ 129,524
	2004	$ 1,974,245	$ 1,834,718	$ 187,066	$ 175,129
Cherokee	2002	$ 376,886	$ 314,192	$ 41,542	$ 25,208
	2003	$ 364,656	$ 384,714	$ 39,205	$ 40,214
	2004	$ 374,484	$ 355,941	$ 39,122	$ 39,277
Chester	2002	$ 89,465	$ 91,125	$ 30,723	$ 30,724
	2003	$ 73,567	$ 77,665	$ 28,243	$ 7,391
	2004	$ 81,082	$ 82,079	$ 27,708	$ 13,522
Chesterfield	2002	$ 178,159	$ 189,827	$ 37,625	$ -
	2003	$ 199,229	$ 215,154	$ 35,819	$ -
	2004	$ 201,007	$ 189,040	$ 35,932	$ -
Clarendon 1	2002	$ 35,033	$ 23,234	$ 6,003	$ 1,395
	2003	$ 31,018	$ 15,282	$ 5,780	$ 5,285
	2004	$ 35,827	$ 36,939	$ 5,591	$ 6,086
Clarendon 2	2002	$ 100,839	$ 89,333	$ 17,380	$ -
	2003	$ 72,374	$ 72,381	$ 15,962	$ -
	2004	$ 76,556	$ 76,556	$ 15,550	$ -
Clarendon 3	2002	$ 34,159	$ 34,408	$ 5,636	$ 2,556
	2003	$ 41,754	$ 37,974	$ 5,426	$ 5,426
	2004	$ 32,810	$ 37,347	$ 5,638	$ 5,638
Colleton	2002	$ 126,890	$ 128,334	$ 31,860	$ 43,420
	2003	$ 117,310	$ 105,462	$ 30,084	$ 2,907
	2004	$ 98,807	$ 88,356	$ 28,739	$ -
Darlington	2002	$ 374,555	$ 497,745	$ 53,021	$ 15,407
	2003	$ 329,264	$ 522,765	$ 51,236	$ -
	2004	$ 293,026	$ 493,492	$ 51,313	$ -
Dillon 1	2002	$ 15,449	$ 15,407	$ 4,411	$ -
	2003	$ 15,000	$ 15,224	$ 4,092	$ -
	2004	$ 13,576	$ 41,159	$ 4,007	$ -
Dillon 2	2002	$ 67,868	$ 66,189	$ 17,603	$ 12,573
	2003	$ 53,287	$ 47,064	$ 16,297	$ 12,971
	2004	$ 50,912	$ 47,370	$ 15,820	$ 10,472
Dillon 3	2002	$ 37,007	$ 37,181	$ 7,219	$ 7,219
	2003	$ 36,585	$ 37,835	$ 6,563	$ 6,563
	2004	$ 42,238	$ 42,238	$ 6,657	$ 2,421
Dorchester 2	2002	$ 859,438	$ 2,309,891	$ 80,954	$ 15,547
	2003	$ 757,546	$ 864,288	$ 77,131	$ 66,003
	2004	$ 699,943	$ 728,612	$ 77,778	$ 68,266
Dorchester 4	2002	$ 53,504	$ 67,589	$ 11,903	$ -

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South Carolina Gifted and Talented Funding Allocations and Expenditures by Year and District

District	Fiscal Year	Academic		Artistic	
		Allocation	Expenditures	Allocation	Expenditures
	2003	$ 42,947	$ 100,831	$ 11,048	$ -
	2004	$ 40,729	$ 41,329	$ 10,502	$ -
Edgefield	2002	$ 104,534	$ 201,914	$ 18,363	$ 20,109
	2003	$ 108,562	$ 116,332	$ 17,408	$ 17,590
	2004	$ 122,188	$ 122,188	$ 17,155	$ 17,155
Fairfield	2002	$ 84,790	$ 60,291	$ 17,160	$ 16,810
	2003	$ 106,573	$ 61,651	$ 16,187	$ 230
	2004	$ 115,400	$ 71,645	$ 15,807	$ 3,035
Florence 1	2002	$ 322,018	$ 360,813	$ 65,841	$ -
	2003	$ 257,685	$ 404,746	$ 61,885	$ 60,798
	2004	$ 292,648	$ 246,729	$ 62,957	$ 56,355
Florence 2	2002	$ 53,264	$ 29,829	$ 5,306	$ 5,306
	2003	$ 31,415	$ 32,261	$ 4,849	$ 4,849
	2004	$ 26,775	$ 26,775	$ 4,980	$ 4,980
Florence 3	2002	$ 154,023	$ 127,362	$ 20,209	$ 20,209
	2003	$ 154,293	$ 138,383	$ 18,853	$ 11,211
	2004	$ 130,485	$ 133,782	$ 17,741	$ 12,540
Florence 4	2002	$ 18,885	$ 17,687	$ 5,244	$ -
	2003	$ 17,497	$ 17,336	$ 4,871	$ 10,115
	2004	$ 18,479	$ 45,232	$ 4,929	$ 770
Florence 5	2002	$ 75,795	$ 59,319	$ 6,911	$ 5,582
	2003	$ 68,795	$ 65,655	$ 6,393	$ 7,722
	2004	$ 61,471	$ 61,286	$ 6,528	$ 6,542
Georgetown	2002	$ 300,979	$ 323,629	$ 47,718	$ -
	2003	$ 318,129	$ 334,358	$ 44,658	$ -
	2004	$ 323,573	$ 326,373	$ 44,834	$ -
Greenville	2002	$ 2,951,662	$ 2,838,654	$ 278,713	$ 278,712
	2003	$ 3,059,610	$ 2,580,962	$ 267,038	$ 264,092
	2004	$ 3,006,057	$ 3,207,279	$ 269,891	$ 260,407
Greenwood 50	2002	$ 363,042	$ 331,425	$ 40,929	$ -
	2003	$ 364,258	$ 373,373	$ 38,947	$ 29,696
	2004	$ 353,743	$ 309,530	$ 39,530	$ -
Greenwood 51	2002	$ 27,473	$ 26,795	$ 5,696	$ 5,696
	2003	$ 34,994	$ 35,871	$ 5,501	$ 5,501
	2004	$ 38,090	$ 36,401	$ 5,386	$ 5,313
Greenwood 52	2002	$ 32,831	$ 33,416	$ 7,780	$ 4,293
	2003	$ 40,959	$ 40,646	$ 7,363	$ 3,407
	2004	$ 41,861	$ 41,961	$ 7,420	$ 7,420
Hampton 1	2002	$ 47,046	$ 47,904	$ 12,542	$ 11,912
	2003	$ 38,573	$ 47,861	$ 11,713	$ 1,415
	2004	$ 45,255	$ 62,234	$ 11,794	$ 1,729

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South Carolina Gifted and Talented Funding Allocations and Expenditures by Year and District

Hampton 2	2002	$	15,924	$	17,587	$	6,752	$	-
	2003	$	15,000	$	21,434	$	6,491	$	5,279
	2004	$	15,000	$	21,554	$	6,477	$	6,499
Horry	2002	$	1,340,271	$	1,535,368	$	133,405	$	5,328
	2003	$	1,162,365	$	1,371,726	$	127,662	$	180
	2004	$	1,337,660	$	1,396,718	$	130,469	$	-
Jasper	2002	$	16,850	$	8,444	$	12,606	$	11,786
	2003	$	36,983	$	25,253	$	12,387	$	5,708
	2004	$	27,907	$	14,435	$	12,681	$	4,759
Kershaw	2002	$	685,870	$	584,905	$	46,029	$	45,378
	2003	$	546,387	$	-	$	43,632	$	-
	2004	$	535,139	$	555,870	$	43,160	$	34,891
Lancaster	2002	$	408,682	$	329,333	$	51,705	$	40,162
	2003	$	344,375	$	350,684	$	48,627	$	32,781
	2004	$	306,979	$	286,739	$	48,795	$	38,108
Laurens 55	2002	$	180,640	$	116,510	$	27,835	$	25,238
	2003	$	139,977	$	87,170	$	25,545	$	18,555
	2004	$	104,840	$	76,012	$	24,622	$	20,970
Laurens 56	2002	$	113,047	$	123,460	$	16,690	$	16,690
	2003	$	92,655	$	216,214	$	15,365	$	-
	2004	$	113,137	$	214,048	$	15,342	$	999
Lee 1	2002	$	37,012	$	18,420	$	14,187	$	7,923
	2003	$	15,000	$	17,521	$	12,924	$	5,543
	2004	$	20,742	$	20,742	$	12,569	$	2,022
Lexington 1	2002	$	1,031,960	$	967,730	$	80,468	$	25,257
	2003	$	906,669	$	886,289	$	77,634	$	31,564
	2004	$	844,381	$	852,865	$	79,777	$	38,563
Lexington 2	2002	$	566,487	$	526,132	$	41,971	$	26,358
	2003	$	457,709	$	480,445	$	39,043	$	33,352
	2004	$	475,177	$	479,384	$	38,621	$	34,302
Lexington 3	2002	$	115,028	$	106,316	$	10,994	$	10,994
	2003	$	109,755	$	120,737	$	10,260	$	10,260
	2004	$	118,794	$	118,794	$	10,039	$	10,039
Lexington 4	2002	$	71,170	$	46,154	$	14,695	$	9,673
	2003	$	66,410	$	55,536	$	14,618	$	7,775
	2004	$	67,505	$	39,721	$	15,037	$	4,989
Lexington 5	2002	$	1,056,849	$	1,056,024	$	71,385	$	61,513
	2003	$	1,039,090	$	1,072,935	$	67,701	$	75,211
	2004	$	1,063,490	$	1,032,001	$	68,269	$	71,494
Marion 1	2002	$	83,725	$	93,779	$	15,307	$	13,803
	2003	$	77,146	$	94,013	$	14,274	$	13,968
	2004	$	78,095	$	76,973	$	14,088	$	12,088
Marion 2	2002	$	54,227	$	52,235	$	10,636	$	10,636
	2003	$	40,562	$	57,051	$	9,615	$	10,252
	2004	$	32,810	$	32,810	$	9,452	$	9,452
Marion 7	2002	$	30,583	$	10,144	$	4,896	$	3,815
	2003	$	15,000	$	12,725	$	4,426	$	106

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South Carolina Gifted and Talented Funding Allocations and Expenditures by Year and District

	2004	$	13,954	$	12,240	$	4,223	$ 8,253
Marlboro 1	2002	$	80,787	$	68,773	$	24,443	$ 14,007
	2003	$	66,012	$	67,239	$	23,111	$ 7,726
	2004	$	99,560	$	46,722	$	22,273	$ 22,207
McCormick	2002	$	25,149	$	23,292	$	5,293	$ 2,053
	2003	$	19,485	$	17,985	$	4,885	$ 2,459
	2004	$	19,233	$	13,712	$	4,781	$ 4,628
Newberry	2002	$	185,153	$	172,157	$	27,078	$ 20,138
	2003	$	183,720	$	192,879	$	25,610	$ 19,161
	2004	$	197,613	$	198,213	$	25,071	$ 20,703
Oconee	2002	$	329,199	$	377,526	$	47,201	$ 32,373
	2003	$	347,159	$	384,590	$	45,133	$ 23,160
	2004	$	371,844	$	496,564	$	44,533	$ 32,479
Orangeburg 3	2002	$	62,440	$	71,614	$	18,844	$ 15,295
	2003	$	65,217	$	70,026	$	17,124	$ 11,533
	2004	$	66,751	$	67,217	$	16,504	$ 15,003
Orangeburg 4	2002	$	114,290	$	114,196	$	19,863	$ 10,957
	2003	$	95,439	$	98,785	$	18,851	$ 11,180
	2004	$	82,590	$	82,483	$	19,054	$ 13,962
Orangeburg 5	2002	$	180,839	$	-	$	35,968	$ -
	2003	$	83,509	$	89,172	$	33,104	$ -
	2004	$	84,476	$	80,252	$	32,345	$ -
Pickens	2002	$	647,920	$	631,744	$	74,110	$ 18,983
	2003	$	659,323	$	945,583	$	70,366	$ 22,100
	2004	$	672,790	$	859,915	$	70,185	$ 26,898
Richland 1	2002	$	1,349,695	$	1,108,561	$	122,881	$ 45,627
	2003	$	1,177,079	$	1,159,466	$	116,000	$ 50,480
	2004	$	1,112,139	$	1,068,926	$	113,623	$ 76,706
Richland 2	2002	$	1,329,090	$	1,347,526	$	83,641	$ 63,113
	2003	$	1,167,535	$	1,040,003	$	81,531	$ 90,198
	2004	$	1,040,109	$	1,160,890	$	84,200	$ 88,499
Saluda	2002	$	67,458	$	67,909	$	9,720	$ -
	2003	$	62,831	$	61,931	$	9,057	$ -
	2004	$	66,374	$	64,023	$	8,985	$ 3,267
Spartanburg 1	2002	$	122,778	$	120,580	$	20,708	$ 20,415
	2003	$	219,112	$	176,251	$	19,517	$ 19,809
	2004	$	186,676	$	186,676	$	19,240	$ 19,240
Spartanburg 2	2002	$	244,303	$	233,277	$	36,904	$ 35,602
	2003	$	272,001	$	261,351	$	35,874	$ 34,677
	2004	$	262,478	$	245,468	$	36,719	$ 36,719
Spartanburg 3	2002	$	126,745	$	116,500	$	15,003	$ 2,990
	2003	$	116,913	$	116,332	$	14,026	$ 5,706
	2004	$	116,908	$	116,908	$	13,806	$ 13,806
Spartanburg 4	2002	$	63,137	$	62,829	$	13,214	$ 11,339
	2003	$	59,252	$	51,919	$	12,579	$ 14,987
	2004	$	56,192	$	51,392	$	12,683	$ 12,683
Spartanburg 5	2002	$	234,718	$	211,230	$	26,241	$ 24,971

Appendix E

South Carolina Gifted and Talented Funding Allocations and Expenditures by Year and District

	2003	$	257,685	$	202,106	$	25,692	$ 20,112
	2004	$	235,326	$	251,288	$	25,840	$ 28,123
Spartanburg 6	2002	$	532,698	$	535,736	$	42,938	$ 36,457
	2003	$	368,235	$	332,092	$	41,121	$ 39,413
	2004	$	381,650	$	374,651	$	41,462	$ 43,830
Spartanburg 7	2002	$	621,119	$	630,046	$	41,340	$ 34,950
	2003	$	541,615	$	635,872	$	38,532	$ 36,042
	2004	$	514,020	$	647,709	$	38,001	$ 39,229
Sumter 2	2002	$	279,118	$	290,123	$	43,750	$ -
	2003	$	261,661	$	265,935	$	40,619	$ 10
	2004	$	222,503	$	221,471	$	40,221	$ 220
Sumter 17	2002	$	330,125	$	326,508	$	42,105	$ 29,105
	2003	$	275,580	$	325,087	$	39,310	$ 16,927
	2004	$	262,478	$	239,939	$	38,808	$ 6,135
Union 1	2002	$	165,565	$	-	$	23,045	$ 19,504
	2003	$	163,837	$	102,458	$	21,947	$ 16,501
	2004	$	167,820	$	161,941	$	21,640	$ 18,861
Williamsburg	2002	$	101,794	$	95,371	$	29,403	$ 29,403
	2003	$	77,544	$	78,214	$	27,320	$ 27,320
	2004	$	82,213	$	81,079	$	26,454	$ 26,454
York 1	2002	$	148,169	$	170,249	$	23,314	$ 783
	2003	$	140,375	$	180,205	$	22,292	$ -
	2004	$	156,884	$	186,694	$	21,943	$ -
York 2	2002	$	227,698	$	243,238	$	21,859	$ 1,353
	2003	$	223,088	$	264,796	$	20,944	$ -
	2004	$	210,812	$	239,094	$	21,742	$ -
York 3	2002	$	475,336	$	478,548	$	70,138	$ 58,778
	2003	$	474,410	$	466,073	$	68,404	$ 60,367
	2004	$	452,192	$	427,640	$	68,155	$ 58,624
York 4	2002	$	432,203	$	-	$	25,231	$ 23,937
	2003	$	422,714	$	404,567	$	25,023	$ 21,967
	2004	$	486,867	$	486,867	$	26,723	$ 24,577
STATE	2002	$	27,404,047	$	27,242,906	$	3,098,891	$ 2,121,162
	2003	$	25,607,782	$	26,006,270	$	2,939,741	$ 1,644,988
	2004	$	25,607,828	$	26,056,345	$	2,939,753	$ 1,888,116

Appendix F

Expenditures for the Academic and Artistic Gifted and Talented Program from General Funds, Special Revenue Accounts, and EIA Funds for Fiscal Years 2002-2004

		Academic GT Expenditures				Artistic GT Expenditures			
DISTRICT	Fiscal Year	General Fund	Special Revenue	EIA	Total	General Fund	Special Revenue	EIA	Total
Abbeville	2002	$0	$0	$147,010	$147,010	$0	$0	$18,093	$18,093
	2003	$0	$0	$73,223	$73,223	$0	$0	$0	$0
	2004	$0	$0	$28,496	$28,496	$0	$0	$0	$0
Aiken	2002	$644,633	$0	$1,320,896	$1,965,529	$0	$0	$0	$0
	2003	$186,929	$821,345	$1,462,915	$2,471,189	$0	$0	$0	$0
	2004	$134,920	$1,898	$1,214,157	$1,350,975	$0	$0	$0	$0
Allendale	2002	$549	$0	$33,055	$33,604	$0	$0	$8,295	$8,295
	2003	$0	$0	$49,616	$49,616	$0	$0	$5,314	$5,314
	2004	$0	$0	$749	$749	$0	$0	$0	$0
Anderson 1	2002	$22,888	$0	$418,549	$441,437	$0	$0	$28,319	$28,319
	2003	$18,308	$0	$432,167	$450,475	$0	$26,052	$0	$26,052
	2004	$30,952	$8,898	$421,150	$461,000	$0	$0	$30,144	$30,144
Anderson 2	2002	$0	$0	$169,820	$169,820	$0	$0	$16,392	$16,392
	2003	$0	$0	$168,513	$168,513	$0	$7,860	$13,406	$21,266
	2004	$0	$0	$176,255	$176,255	$0	$12,828	$18,027	$30,855
Anderson 3	2002	$206,547	$0	$29,537	$236,084	$0	$0	$0	$0
	2003	$132,730	$0	$93,404	$226,134	$0	$0	$0	$0
	2004	$152,613	$0	$85,358	$237,971	$0	$0	$0	$0
Anderson 4	2002	$54,583	$0	$111,329	$165,912	$0	$0	$0	$0
	2003	$44,230	$0	$126,795	$171,025	$0	$0	$0	$0
	2004	$10,159	$0	$112,506	$122,665	$0	$0	$0	$0
Anderson 5	2002	$255,766	$1,000	$552,765	$809,531	$103,716	$0	$52,235	$155,951
	2003	$146,676	$0	$753,933	$900,609	$1,353	$0	$6,403	$7,756
	2004	$421,701	$5,560	$434,939	$862,200	$0	$0	$49,298	$49,298
Bamberg 1	2002	$21,260	$0	$42,644	$63,904	$0	$0	$8,688	$8,688
	2003	$23,416	$0	$41,862	$65,278	$0	$0	$7,003	$7,003

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Expenditures for the Academic and Artistic Gifted and Talented Program from General Funds, Special Revenue Accounts, and EIA Funds for Fiscal Years 2002-2004

		Academic GT Expenditures				Artistic GT Expenditures			
DISTRICT	Fiscal Year	General Fund	Special Revenue	EIA	Total	General Fund	Special Revenue	EIA	Total
	2004	$24,298	$0	$40,175	$64,473	$0	$0	$5,757	$5,757
Bamberg 2	2002	$23,029	$0	$24,900	$47,929	$0	$0	$0	$0
	2003	$869	$0	$49,527	$50,396	$0	$0	$0	$0
	2004	$31,862	$0	$18,102	$49,964	$0	$0	$0	$0
Barnwell 19	2002	$23,180	$0	$27,283	$50,463	$0	$0	$3,540	$3,540
	2003	$195	$0	$29,206	$29,401	$0	$0	$0	$0
	2004	$26,476	$0	$21,893	$48,369	$0	$0	$0	$0
Barnwell 29	2002	$0	$0	$35,325	$35,325	$0	$0	$4,380	$4,380
	2003	$0	$0	$35,106	$35,106	$0	$0	$3,023	$3,023
	2004	$0	$0	$30,503	$30,503	$0	$0	$3,905	$3,905
Barnwell 45	2002	$2,951	$0	$71,141	$74,092	$0	$0	$12,960	$12,960
	2003	$16,233	$0	$62,019	$78,252	$0	$0	$12,000	$12,000
	2004	$10,516	$8,895	$5,297	$24,708	$0	$0	$12,157	$12,157
Beaufort	2002	$543,450	$107	$608,748	$1,152,305	$0	$0	$77,051	$77,051
	2003	$533,229	$0	$697,537	$1,230,766	$0	$0	$70,601	$70,601
	2004	$699,290	$1,367	$730,789	$1,431,446	$0	$0	$69,970	$69,970
Berkeley	2002	$0	$0	$635,102	$635,102	$0	$354,137	$55,044	$409,181
	2003	$3,360	$0	$696,388	$699,748	$0	$798,759	$27,426	$826,185
	2004	$0	$0	$625,295	$625,295	$0	$574,170	$64,978	$639,148
Calhoun	2002	$290,212	$0	$30,964	$321,176	$0	$0	$8,353	$8,353
	2003	$138,846	$8,844	$35,430	$183,120	$0	$0	$4,533	$4,533
	2004	$124,443	$13,415	$35,450	$173,308	$0	$0	$6,542	$6,542
Charleston	2002	$916,319	$0	$1,570,271	$2,486,590	$96,193	$0	$438,447	$534,640
	2003	$664,438	$0	$1,591,905	$2,256,343	$20,550	$0	$129,524	$150,074
	2004	$722,065	$19,793	$1,834,718	$2,576,576	$123,156	$0	$175,129	$298,285
Cherokee	2002	$0	$0	$314,192	$314,192	$0	$0	$25,208	$25,208

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		Academic GT Expenditures				Artistic GT Expenditures			
DISTRICT	Fiscal Year	General Fund	Special Revenue	EIA	Total	General Fund	Special Revenue	EIA	Total
	2003	$0	$0	$384,714	$384,714	$0	$0	$40,214	$40,214
	2004	$194	$0	$355,941	$356,135	$0	$0	$39,277	$39,277
Chester	2002	$10,333	$0	$91,125	$101,458	$0	$0	$30,724	$30,724
	2003	$30,664	$0	$77,665	$108,329	$0	$0	$7,391	$7,391
	2004	$40,725	$17,781	$82,079	$140,585	$0	$0	$13,522	$13,522
Chesterfield	2002	$38,223	$0	$189,827	$228,050	$0	$0	$0	$0
	2003	$40,488	$8,913	$215,154	$264,555	$0	$0	$0	$0
	2004	$20,774	$8,888	$189,040	$218,702	$0	$0	$0	$0
Clarendon 1	2002	$0	$0	$23,234	$23,234	$14,889	$0	$1,395	$16,284
	2003	$0	$0	$15,282	$15,282	$4,314	$0	$5,285	$9,599
	2004	$0	$0	$36,939	$36,939	$3,632	$0	$6,086	$9,718
Clarendon 2	2002	$0	$0	$89,333	$89,333	$0	$0	$0	$0
	2003	$0	$0	$72,381	$72,381	$0	$0	$0	$0
	2004	$0	$0	$76,556	$76,556	$0	$0	$0	$0
Clarendon 3	2002	$1,447	$0	$34,408	$35,855	$3,080	$0	$2,556	$5,636
	2003	$0	$0	$37,974	$37,974	$0	$0	$5,426	$5,426
	2004	$2,424	$0	$37,347	$39,771	$0	$0	$5,638	$5,638
Colleton	2002	$36,824	$0	$128,334	$165,158	$5,472	$0	$43,420	$48,892
	2003	$16,938	$0	$105,462	$122,400	$0	$0	$2,907	$2,907
	2004	$27,183	$175	$88,356	$115,714			$0	$0
Darlington	2002	$43,889	$0	$497,745	$541,634	$11,834	$0	$15,407	$27,241
	2003	$47,960	$0	$522,765	$570,725	$0	$0	$0	$0
	2004	$42,512	$0	$493,492	$536,004	$0	$0	$0	$0
Dillon 1	2002	$11,834	$0	$15,407	$27,241	$0	$0	$0	$0
	2003	$12,426	$0	$15,224	$27,650	$0	$0	$0	$0
	2004	$608	$0	$41,159	$41,767	$0	$0	$0	$0

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Expenditures for the Academic and Artistic Gifted and Talented Program from General Funds, Special Revenue Accounts, and EIA Funds for Fiscal Years 2002-2004

		Academic GT Expenditures				Artistic GT Expenditures			
DISTRICT	Fiscal Year	General Fund	Special Revenue	EIA	Total	General Fund	Special Revenue	EIA	Total
Dillon 2	2002	$457	$0	$66,189	$66,646	$0	$0	$12,573	$12,573
	2003	$309	$0	$47,064	$47,373	$0	$0	$12,971	$12,971
	2004	$475	$0	$47,370	$47,845	$0	$0	$10,472	$10,472
Dillon 3	2002	$21,626	$0	$37,181	$58,807	$0	$0	$7,219	$7,219
	2003	$29,128	$0	$37,835	$66,963	$0	$0	$6,563	$6,563
	2004	$3,187	$0	$42,238	$45,425	$0	$0	$2,421	$2,421
Dorchester 2	2002	$15,514	$0	$2,309,891	$2,325,405	$0	$0	$15,547	$15,547
	2003	$39,814	$0	$864,288	$904,102	$0	$0	$66,003	$66,003
	2004	$41,173	$0	$728,612	$769,785	$0	$0	$68,266	$68,266
Dorchester 4	2002	$49,104	$0	$67,589	$116,693	$0	$0	$0	$0
	2003	$50,309	$0	$100,831	$151,140	$0	$0	$0	$0
	2004	$61,275	$0	$41,329	$102,604	$0	$0	$0	$0
Edgefield	2002	$619	$0	$201,914	$202,533	$0	$0	$20,109	$20,109
	2003	$418	$0	$116,332	$116,750	$0	$0	$17,590	$17,590
	2004	$375	$0	$122,188	$122,563	$0	$0	$17,155	$17,155
Fairfield	2002	$65,178	$0	$60,291	$125,469	$3,124	$0	$16,810	$19,934
	2003	$56,013	$0	$61,651	$117,664	$10,756	$0	$230	$10,986
	2004	$54,078	$0	$71,645	$125,723	$7,760	$0	$3,035	$10,795
Florence 1	2002	$0	$0	$360,813	$360,813	$0	$0	$0	$0
	2003	$585	$0	$404,746	$405,331	$0	$0	$60,798	$60,798
	2004	$19,879	$0	$246,729	$266,608	$0	$0	$56,355	$56,355
Florence 2	2002	$0	$0	$29,829	$29,829	$0	$0	$5,306	$5,306
	2003	$0	$0	$32,261	$32,261	$0	$0	$4,849	$4,849
	2004	$0	$0	$26,775	$26,775	$0	$0	$4,980	$4,980
Florence 3	2002	$5,143	$0	$127,362	$132,505	$0	$0	$20,209	$20,209
	2003	$37,291	$0	$138,383	$175,674	$0	$0	$11,211	$11,211

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Expenditures for the Academic and Artistic Gifted and Talented Program from General Funds, Special Revenue Accounts, and EIA Funds for Fiscal Years 2002-2004

		Academic GT Expenditures				Artistic GT Expenditures			
DISTRICT	Fiscal Year	General Fund	Special Revenue	EIA	Total	General Fund	Special Revenue	EIA	Total
	2004	$10,000	$0	$133,782	$143,782	$0	$0	$12,540	$12,540
Florence 4	2002	$41,648	$0	$17,687	$59,335	$0	$0	$0	$0
	2003	$35,723	$0	$17,336	$53,059	$0	$0	$10,115	$10,115
	2004	$437	$0	$45,232	$45,669	$0	$0	$770	$770
Florence 5	2002	$0	$0	$59,319	$59,319	$0	$0	$5,582	$5,582
	2003	$0	$0	$65,655	$65,655	$0	$0	$7,722	$7,722
	2004	$0	$0	$61,286	$61,286	$0	$0	$6,542	$6,542
Georgetown	2002	$471,639	$0	$323,629	$795,268	$0	$0	$0	$0
	2003	$559,578	$17,819	$334,358	$911,755	$0	$0	$0	$0
	2004	$650,322	$42,882	$326,373	$1,019,577	$0	$0	$0	$0
Greenville	2002	$258,516	$0	$2,838,654	$3,097,170	$0	$0	$278,712	$278,712
	2003	$567,083	$24,741	$2,580,962	$3,172,786	$8,577	$0	$264,092	$272,669
	2004	$325,947	$36,723	$3,207,279	$3,569,949	$0	$0	$260,407	$260,407
Greenwood 50	2002	$26,446	$0	$331,425	$357,871	$0	$0	$0	$0
	2003	$21,598	$8,883	$373,373	$403,854	$0	$0	$29,696	$29,696
	2004	$23,237	$8,905	$309,530	$341,672	$0	$0	$0	$0
Greenwood 51	2002	$6,869	$0	$26,795	$33,664	$327	$0	$5,696	$6,023
	2003	$32	$0	$35,871	$35,903	$0	$0	$5,501	$5,501
	2004	$0	$0	$36,401	$36,401	$0	$0	$5,313	$5,313
Greenwood 52	2002	$21,151	$0	$33,416	$54,567	$0	$0	$4,293	$4,293
	2003	$38,064	$0	$40,646	$78,710	$0	$0	$3,407	$3,407
	2004	$6,913	$0	$41,961	$48,874	$0	$0	$7,420	$7,420

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Expenditures for the Academic and Artistic Gifted and Talented Program from General Funds, Special Revenue Accounts, and EIA Funds for Fiscal Years 2002-2004

Hampton 1	2002	$34,521	$0	$47,904	$82,425	$0	$0	$11,912	$11,912
	2003	$41,426	$0	$47,861	$89,287	$0	$0	$1,415	$1,415
	2004	$13,280	$8,887	$62,234	$84,401	$0	$0	$1,729	$1,729
Hampton 2	2002	$21,895	$0	$17,587	$39,482	$0	$0	$0	$0
	2003	$20,522	$0	$21,434	$41,956	$0	$0	$5,279	$5,279
	2004	$25,479	$0	$21,554	$47,033	$0	$0	$6,499	$6,499
Horry	2002	$1,044,047	$0	$1,535,368	$2,579,415	$0	$0	$5,328	$5,328
	2003	$1,281,232	$8,888	$1,371,726	$2,661,846	$0	$0	$180	$180
	2004	$1,552,127	$177,666	$1,396,718	$3,126,511	$0	$0	$0	$0
Jasper	2002	$1,189	$0	$8,444	$9,633	$0	$0	$11,786	$11,786
	2003	$110	$0	$25,253	$25,363	$0	$0	$5,708	$5,708
	2004	$1,034	$0	$14,435	$15,469	$0	$0	$4,759	$4,759
Kershaw	2002	$378,208	$0	$584,905	$963,113	$0	$0	$45,378	$45,378
	2003	$311,061	$0	$0	$311,061	$0	$43,112	$0	$43,112
	2004	$309,912	$8,871	$555,870	$874,653	$0	$0	$34,891	$34,891
Lancaster	2002	$88,888	$0	$329,333	$418,221	$0	$0	$40,162	$40,162
	2003	$83,011	$0	$350,684	$433,695	$0	$0	$32,781	$32,781
	2004	$135,688	$8,899	$286,739	$431,326	$0	$0	$38,108	$38,108
Laurens 55	2002	$12,266	$0	$116,510	$128,776	$0	$0	$25,238	$25,238
	2003	$9,257	$0	$87,170	$96,427	$0	$0	$18,555	$18,555
	2004	$7,342	$0	$76,012	$83,354	$0	$0	$20,970	$20,970
Laurens 56	2002	$0	$0	$123,460	$123,460	$0	$0	$16,690	$16,690
	2003	$9,326	$0	$216,214	$225,540	$0	$0	$0	$0
	2004	$1,077	$0	$214,048	$215,125	$0	$0	$999	$999
Lee	2002	$0	$0	$18,420	$18,420	$0	$0	$7,923	$7,923
	2003	$0	$0	$17,521	$17,521	$0	$0	$5,543	$5,543
	2004	$0	$0	$20,742	$20,742	$0	$0	$2,022	$2,022
Lexington 1	2002	$529,473	$0	$967,730	$1,497,203	$0	$0	$25,257	$25,257
	2003	$533,295	$0	$886,289	$1,419,584	$0	$0	$31,564	$31,564
	2004	$713,388	$1,000	$852,865	$1,567,253	$0	$0	$38,563	$38,563

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Lexington 2	2002	$82,761	$0	$526,132	$608,893	$0	$0	$26,358	$26,358
	2003	$91,180	$0	$480,445	$571,625	$0	$7,174	$33,352	$40,526
	2004	$36,636	$0	$479,384	$516,020	$0	$9,133	$34,302	$43,435
Lexington 3	2002	$0	$0	$106,316	$106,316	$0	$0	$10,994	$10,994
	2003	$0	$0	$120,737	$120,737	$0	$0	$10,260	$10,260
	2004	$0	$0	$118,794	$118,794	$0	$0	$10,039	$10,039
Lexington 4	2002	$0	$3,082	$46,154	$49,236	$0	$0	$9,673	$9,673
	2003	$2,123	$13,723	$55,536	$71,382	$0	$0	$7,775	$7,775
	2004	$0	$7,425	$39,721	$47,146	$0	$0	$4,989	$4,989
Lexington 5	2002	$128,405	$0	$1,056,024	$1,184,429	$15,315	$0	$61,513	$76,828
	2003	$110,527	$0	$1,072,935	$1,183,462	$12,637	$10,600	$75,211	$98,448
	2004	$120,029	$26,573	$1,032,001	$1,178,603	$13,304	$0	$71,494	$84,798
Marion 1	2002	$25,359	$0	$93,779	$119,138	$1,221	$0	$13,803	$15,024
	2003	$47,288	$2,946	$94,013	$144,247	$1,222	$0	$13,968	$15,190
	2004	$69,846	$0	$76,973	$146,819	$326	$0	$12,088	$12,414
Marion 2	2002	$8,362	$0	$52,235	$60,597	$0	$0	$10,636	$10,636
	2003	$3,950	$0	$57,051	$61,001	$0	$0	$10,252	$10,252
	2004	$0	$0	$32,810	$32,810	$0	$0	$9,452	$9,452
Marion 7	2002	$0	$0	$10,144	$10,144	$0	$0	$3,815	$3,815
	2003	$0	$0	$12,725	$12,725	$0	$0	$106	$106
	2004	$0	$0	$12,240	$12,240	$0	$0	$8,253	$8,253
Marlboro	2002	$17,263	$0	$68,773	$86,036	$0	$0	$14,007	$14,007
	2003	$18,751	$0	$67,239	$85,990	$0	$0	$7,726	$7,726
	2004	$9,941	$0	$46,722	$56,663	$0	$0	$22,207	$22,207
McCormick	2002	$0	$0	$23,292	$23,292	$0	$0	$2,053	$2,053
	2003	$0	$0	$17,985	$17,985	$0	$0	$2,459	$2,459
	2004	$0	$0	$13,712	$13,712	$0	$0	$4,628	$4,628
Newberry	2002	$22,194	$0	$172,157	$194,351	$0	$0	$20,138	$20,138
	2003	$19,983	$0	$192,879	$212,862	$0	$0	$19,161	$19,161
	2004	$22,136	$0	$198,213	$220,349	$0	$0	$20,703	$20,703

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Oconee	2002	$45,158	$0	$377,526	$422,684	$0	$0	$32,373	$32,373
	2003	$38,598	$0	$384,590	$423,188	$0	$0	$23,160	$23,160
	2004	$125,634	$8,962	$496,564	$631,160	$0	$0	$32,479	$32,479
Orangeburg 3	2002	$79,734	$0	$71,614	$151,348	$0	$0	$15,295	$15,295
	2003	$84,078	$0	$70,026	$154,104	$0	$0	$11,533	$11,533
	2004	$65,984	$8,899	$67,217	$142,100	$0	$0	$15,003	$15,003
Orangeburg 4	2002	$16,916	$2,708	$114,196	$133,820	$0	$0	$10,957	$10,957
	2003	$69,279	$3,601	$98,785	$171,665	$0	$0	$11,180	$11,180
	2004	$82,313	$0	$82,483	$164,796	$0	$0	$13,962	$13,962
Orangeburg 5	2002	$159,650	$841	$0	$160,491	$0	$0	$0	$0
	2003	$78,557	$0	$89,172	$167,729	$0	$0	$0	$0
	2004	$113,556	$0	$80,252	$193,808	$0	$0	$0	$0
Pickens	2002	$342,231	$0	$631,744	$973,975	$170,387	$0	$18,983	$189,370
	2003	$92,858	$0	$945,583	$1,038,441	$178,844	$0	$22,100	$200,944
	2004	$89,557	$2,867	$859,915	$952,339	$204,886	$0	$26,898	$231,784
Richland 1	2002	$1,336,306	$0	$1,108,561	$2,444,867	$1,975	$0	$45,627	$47,602
	2003	$5,906,847	$0	$1,159,466	$7,066,313	$2,440	$0	$50,480	$52,920
	2004	$6,057,654	$8,929	$1,068,926	$7,135,509	$5,449	$0	$76,706	$82,155
Richland 2	2002	$406,436	$0	$1,347,526	$1,753,962	$0	$94,133	$63,113	$157,246
	2003	$813,020	$26,642	$1,040,003	$1,879,665	$0	$121,854	$90,198	$212,052
	2004	$505,893	$53,354	$1,160,890	$1,720,137	$14	$144,178	$88,499	$232,691
Saluda	2002	$0	$0	$67,909	$67,909	$0	$0	$0	$0
	2003	$0	$0	$61,931	$61,931	$0	$0	$0	$0
	2004	$0	$0	$64,023	$64,023	$0	$0	$3,267	$3,267
Spartanburg 1	2002	$9,247	$0	$120,580	$129,827	$0	$0	$20,415	$20,415
	2003	$17,133	$0	$176,251	$193,384	$0	$0	$19,809	$19,809
	2004	$3,487	$0	$186,676	$190,163	$2,902	$0	$19,240	$22,142
Spartanburg 2	2002	$18,574	$0	$233,277	$251,851	$0	$0	$35,602	$35,602
	2003	$16,337	$0	$261,351	$277,688	$4,145	$0	$34,677	$38,822

Appendix F

Expenditures for the Academic and Artistic Gifted and Talented Program from General Funds, Special Revenue Accounts, and EIA Funds for Fiscal Years 2002-2004

	2004	$24,948	$4,451	$245,468	$274,867	$1,435	$0	$36,719	$38,154
Spartanburg 3	2002	$76,796	$0	$116,500	$193,296	$0	$0	$2,990	$2,990
	2003	$69,587	$0	$116,332	$185,919	$0	$0	$5,706	$5,706
	2004	$26,937	$0	$116,908	$143,845	$0	$0	$13,806	$13,806
Spartanburg 4	2002	$5,711	$0	$62,829	$68,540	$0	$0	$11,339	$11,339
	2003	$6,704	$0	$51,919	$58,623	$0	$0	$14,987	$14,987
	2004	$7,248	$0	$51,392	$58,640	$0	$0	$12,683	$12,683
Spartanburg 5	2002	$28,727	$0	$211,230	$239,957	$0	$0	$24,971	$24,971
	2003	$126,076	$0	$202,106	$328,182	$0	$0	$20,112	$20,112
	2004	$38,001	$0	$251,288	$289,289	$0	$0	$28,123	$28,123
Spartanburg 6	2002	$0	$0	$535,736	$535,736	$0	$0	$36,457	$36,457
	2003	$325,141	$0	$332,092	$657,233	$0	$0	$39,413	$39,413
	2004	$317,292	$0	$374,651	$691,943	$0	$0	$43,830	$43,830
Spartanburg 7	2002	$5,408	$0	$630,046	$635,454	$30,675	$0	$34,950	$65,625
	2003	$3,245	$0	$635,872	$639,117	$31,916	$0	$36,042	$67,958
	2004	$2,533	$0	$647,709	$650,242	$33,230	$0	$39,229	$72,459
Sumter 2	2002	$232,688	$188	$290,123	$522,999	$0	$0	$0	$0
	2003	$124,392	$8,882	$265,935	$399,209	$0	$0	$10	$10
	2004	$267,567	$17,795	$221,471	$506,833	$0	$0	$220	$220
Sumter 17	2002	$176,567	$0	$326,508	$503,075	$21,902	$0	$29,105	$51,007
	2003	$229,818	$8,941	$325,087	$563,846	$15,068	$0	$16,927	$31,995
	2004	$196,509	$17,875	$239,939	$454,323	$19,904	$0	$6,135	$26,039
Union	2002	$5,433	$99,804	$0	$105,237	$0	$0	$19,504	$19,504
	2003	$6,102	$0	$102,458	$108,560	$0	$0	$16,501	$16,501
	2004	$68,384	$0	$161,941	$230,325	$0	$0	$18,861	$18,861
Williamsburg	2002	$373	$0	$95,371	$95,744	$3,278	$0	$29,403	$32,681
	2003	$595	$0	$78,214	$78,809	$9,815	$0	$27,320	$37,135
	2004	$0	$0	$81,079	$81,079	$11,287	$0	$26,454	$37,741
York 1	2002	$114,360	$0	$170,249	$284,609	$0	$0	$783	$783
	2003	$111,303	$0	$180,205	$291,508	$0	$0	$0	$0

Appendix F

Expenditures for the Academic and Artistic Gifted and Talented Program from General Funds, Special Revenue Accounts, and EIA Funds for Fiscal Years 2002-2004

	2004	$119,409	$0	$186,694	$306,103	$0	$0	$0	$0
York 2	2002	$152,482	$0	$243,238	$395,720	$0	$0	$1,353	$1,353
	2003	$165,918	$8,865	$264,796	$439,579	$0	$0	$0	$0
	2004	$201,939	$8,895	$239,094	$449,928	$0	$0	$0	$0
York 3	2002	$0	$0	$478,548	$478,548	$0	$0	$58,778	$58,778
	2003	$0	$0	$466,073	$466,073	$0	$0	$60,367	$60,367
	2004	$660	$0	$427,640	$428,300	$0	$0	$58,624	$58,624
York 4	2002	$133,707	$0	$0	$133,707	$0	$0	$23,937	$23,937
	2003	$150,495	$0	$404,567	$555,062	$0	$0	$21,967	$21,967
	2004	$110,190	$0	$486,867	$597,057	$0	$0	$24,577	$24,577
*****STATE*****	**2002**	**$9,873,162**	**$107,730**	**$27,242,906**	**$37,223,798**	**$483,388**	**$448,270**	**$2,121,162**	**$3,052,820**
	2003	**$14,513,005**	**$973,033**	**$26,006,270**	**$41,492,308**	**$301,637**	**$1,015,411**	**$1,644,988**	**$2,962,036**
	2004	**$15,164,623**	**$546,528**	**$26,056,345**	**$41,767,496**	**$427,285**	**$740,309**	**$1,888,116**	**$3,055,710**

Appendix G

Total Expenditures, Percentage of Total Expenditures from EIA Funds, Number of Students, and Per Pupil Expenditures By District for the Academically Gifted Program in 2003-2004

District	Total Expenditures from EIA, General, and Special Revenue Funds	% of Total Expenditures From EIA	Number of Academically Gifted Students [b]	Per Pupil Expenditure for Academically Gifted
Abbeville	$28,496	100.00%	224	$127.21
Aiken	$1,350,975	89.87%	3,665	$368.62
Allendale	$749	100.00%	34	$22.03
Anderson 1	$461,000	91.36%	1,351	$341.23
Anderson 2	$176,255	100.00%	461	$382.33
Anderson 3	$237,971	35.87%	221	$1,076.79
Anderson 4	$122,665	91.72%	304	$403.50
Anderson 5	$862,200	50.45%	1,028	$838.72
Bamberg 1	$64,473	62.31%	98	$657.89
Bamberg 2	$49,964	36.23%	52	$960.85
Barnwell 19	$48,369	45.26%	44	$1,099.30
Barnwell 29	$30,503	100.00%	87	$350.61
Barnwell 45	$24,708	21.44%	143	$172.78
Beaufort	$1,431,446	51.05%	2,249	$636.48
Berkeley	$625,295	100.00%	1,715	$364.60
Calhoun	$173,308	20.45%	89	$1,947.28
Charleston	$2,576,576	71.21%	6,002	$429.29
Cherokee	$356,135	99.95%	1,074	$331.60
Chester	$140,585	58.38%	305	$460.93
Chesterfield	$218,702	86.44%	493	$443.61
Clarendon 1	$36,939	100.00%	82	$450.48
Clarendon 2	$76,556	100.00%	222	$344.85
Clarendon 3	$39,771	93.91%	76	$523.30
Colleton	$115,714	76.36%	292	$396.28
Darlington	$536,004	92.07%	781	$686.30
Dillon 1	$41,767	98.54%	35	$1,193.34
Dillon 2	$47,845	99.01%	115	$416.04
Dillon 3	$45,425	92.98%	124	$366.33
Dorchester 2	$769,785	94.65%	1,975	$389.76
Dorchester 4	$102,604	40.28%	114	$900.04
Edgefield	$122,563	99.69%	329	$372.53

Appendix G

Total Expenditures, Percentage of Total Expenditures from EIA Funds, Number of Students, and Per Pupil Expenditures By District for the Academically Gifted Program in 2003-2004

District	Total Expenditures from EIA, General, and Special Revenue Funds	% of Total Expenditures From EIA	Number of Academically Gifted Students [b]	Per Pupil Expenditure for Academically Gifted
Fairfield	$125,723	56.99%	405	$310.43
Florence 1	$266,608	92.54%	779	$342.24
Florence 2	$26,775	100.00%	60	$446.25
Florence 3	$143,782	93.05%	390	$368.67
Florence 4	$45,669	99.04%	48	$951.44
Florence 5	$61,286	100.00%	195	$314.29
Georgetown	$1,019,577	32.01%	911	$1,119.18
Greenville	$3,569,949	89.84%	7,605	$469.42
Greenwood 50	$341,672	90.59%	906	$377.12
Greenwood 51	$36,401	100.00%	112	$325.01
Greenwood 52	$48,874	85.86%	150	$325.83
Hampton 1	$84,401	73.74%	104	$811.55
Hampton 2	$47,033	45.83%	32	$1,469.78
Horry	$3,126,511	44.67%	4,122	$758.49
Jasper	$15,469	93.32%	74	$209.04
Kershaw	$874,653	63.55%	1,542	$567.22
Lancaster	$431,326	66.48%	813	$530.54
Laurens 55	$83,354	91.19%	238	$350.23
Laurens 56	$215,125	99.50%	288	$746.96
Lee	$20,742	100.00%	59	$351.56
Lexington 1	$1,567,253	54.42%	2,871	$545.89
Lexington 2	$516,020	92.90%	1,248	$413.48
Lexington 3	$118,794	100.00%	337	$352.50
Lexington 4	$47,146	84.25%	178	$264.87
Lexington 5	$1,178,603	87.56%	2,911	$404.88
Marion 1	$146,819	52.43%	44	$3,336.80
Marion 2	$32,810	100.00%	211	$155.50
Marion 7	$12,240	100.00%	85	$144.00
Marlboro	$56,663	82.46%	35	$1,618.94
McCormick	$13,712	100.00%	281	$48.80
Newberry	$220,349	89.95%	588	$374.74

Appendix G

Total Expenditures, Percentage of Total Expenditures from EIA Funds, Number of Students, and Per Pupil Expenditures By District for the Academically Gifted Program in 2003-2004

District	Total Expenditures from EIA, General, and Special Revenue Funds	% of Total Expenditures From EIA	Number of Academically Gifted Students [b]	Per Pupil Expenditure for Academically Gifted
Oconee	$631,160	78.67%	1,070	$589.87
Orangeburg 3	$142,100	47.30%	170	$835.88
Orangeburg 4	$164,796	50.05%	225	$732.43
Orangeburg 5	$193,808	41.41%	124	$1,562.97
Pickens	$952,339	90.30%	1,767	$538.96
Richland 1	$7,135,509	14.98%	2,962	$2,409.02
Richland 2	$1,720,137	67.49%	2,707	$635.44
Saluda	$64,023	100.00%	177	$361.71
Spartanburg 1	$190,163	98.17%	636	$299.00
Spartanburg 2	$274,867	89.30%	577	$476.37
Spartanburg 3	$143,845	81.27%	332	$433.27
Spartanburg 4	$58,640	87.64%	139	$421.87
Spartanburg 5	$289,289	86.86%	656	$440.99
Spartanburg 6	$691,943	54.14%	979	$706.79
Spartanburg 7	$650,242	99.61%	1,253	$518.95
Sumter 2	$506,833	43.70%	618	$820.12
Sumter 17	$454,323	52.81%	863	$526.45
Union	$230,325	70.31%	487	$472.95
Williamsburg	$81,079	100.00%	208	$389.80
York 1	$306,103	60.99%	405	$755.81
York 2	$449,928	53.14%	646	$696.48
York 3	$428,300	99.85%	1,276	$335.66
York 4	$597,057	81.54%	1,412	$422.84

Appendix H

Additional Roles, Departments, and Program of District Coordinators of Gifted and Talented Programs

Academic assistance
Academic Bowl
Academic Plan for Students
ADEPT (Assisting, Developing, and Evaluating Professional Teachers) Coordinator/Director
Advanced Placement Coordinator
Artistic Gifted and Talented
Artistic Screening and Placement Coordinator
Arts Program Director
Assistant principal
Career and Technology Education
Charter school site manager
Databases
Director of Academic Programs
Director of Curriculum and Instruction
Director of Early Childhood Programs
Director of Elementary Programs
Director of Middle schools
Director of Secondary Education
Director of Special Academic Programs
Director of Special Education
Director of Special Services
Distance learning
District Report Card Coordinator
ESOL (English for Speakers of Other Languages)
Fine Arts
Foreign Exchange
Grants Coordinators
Guidance Counselor
Homebound
Home schooling
HOUSSE Evaluator (High Objective Uniform State Standards of Evaluation)
Instructional technology
Jr. Scholars Coordinator
Lottery
Magnet schools
Manager of special projects
Office of Civil Rights (OCR)
Personnel
Pre-code
Public Information Officer (PIO)
Professional development coordinator
Program director summer school
Recertification Coordinator
SACS (Southern Association of Colleges and Schools)
Safe and Drug Free Schools
Special Revenue Project Coordinator
Strategic planning
Subject coordinator
Summer enrichment programs
Teachers
Teacher of the Year
Teacher Support Team
Testing Coordinators
Thinking Maps School Lead Team
Title I, II, III, IV

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